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# Equality and Sport Research 2020

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**Technical report for sportscotland**

**November 2020**

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# Executive Summary

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This executive summary presents an **overview of the research, key findings and key recommendations** from an exploration of equality and sport.

This research links to **sportscotland's** Corporate Strategy, Sport for Life, which is underpinned by their commitment to inclusion. **sportscotland** defines inclusion as:

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“...at its simplest is ‘the state of being included’. For us, it is about ensuring people feel they belong and are welcome, engaged, and connected. It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement”<sup>1</sup>

This project builds on previous research exercises by the Scottish Government<sup>2</sup> who completed a review of quantitative data around equality in sport in Scotland and Research Scotland<sup>3</sup> who completed a review of qualitative data around equality in sport in Scotland. Alongside these, this research has also examined a number of other publications on the delivery, investment and supported activities across the sport sector, such as **sportscotland's** coaching in Scotland evaluation and research.

The research was commissioned by **sportscotland** and they appointed Counsel Ltd to conduct this project in March 2020. In the future **sportscotland** will commission further research in the area of sport and equality, to focus on participants and other non-workforce stakeholders.

## **Research Overview**

The equality and sport research project 2020 explored ways to help improve work within the sport sector in Scotland, to **advance equality, eliminate discrimination and foster good relations**. The project aims were to:

- Update and extend existing equalities and sport evidence resources;<sup>4</sup>
- Engage directly with the Scottish sport sector to understand whether and how equalities are embedded;
- Identify practical recommendations to progress and help prioritise improvement in this area in Scotland.

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<sup>1</sup> **sportscotland** (2019) Equality mainstreaming and outcome progress report. Available via: <https://sportscotland.org.uk/>

<sup>2</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available via: [www.equalityevidence.scot](http://www.equalityevidence.scot)

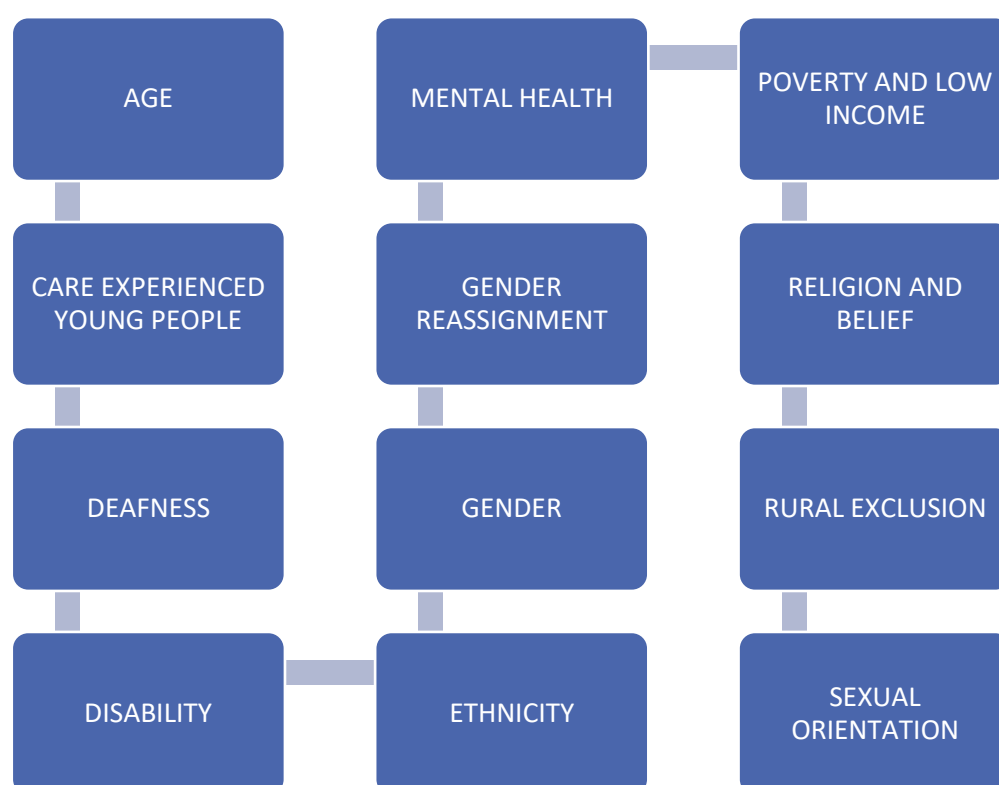
<sup>3</sup> Research Scotland (2016) Equality and Sport Research. Available via: <https://sportscotland.org.uk/>

<sup>4</sup> To focus on Scotland and Scottish sport.

The project aims were achieved by conducting<sup>5</sup> (1) an integrated review of existing research and evidence; (2) an online survey; (3) virtual interviews; (4) outputs and learning note consultation and feedback.

Across the research there was input from staff and partners in the sporting system in Scotland<sup>6</sup> (including **sportscotland**, Scottish Governing Bodies of Sport, local authorities and major third sector partners). This included input from a cross-section of sports, environments (schools and education, club and community, high performance sport), geographic areas and staff who are both operational and strategically focused.

In the project brief the scope extended beyond the nine protected characteristics<sup>7</sup> and **sportscotland**'s public sector equality duties<sup>8</sup> to include five further areas to explore:



<sup>5</sup> The overall context of attempting to conduct such an exercise during the COVID-19 pandemic proved very challenging. For example, the amount of staff targeted and response sample size for the survey was smaller than previous studies, though the representation across organisations, depth and quality of responses was very high.

<sup>6</sup> **sportscotland** supported the researchers to access to its networks and partners.

<sup>7</sup> For presentational purposes in this graphic, gender also covers 'marriage and civil partnership' and 'pregnancy and maternity'

<sup>8</sup> Equality and Human Rights Commission. Background to the equality duty. Available at: <https://www.equalityhumanrights.com/en/public-sector-equality-duty-scotland/background-equality-duty>

An equality group is made up of persons who share a relevant protected characteristic. An equality topic includes individual characteristics with further information about their circumstance, such as geographic location.<sup>9</sup>

## **Headline Findings**

### **1. Translating policy into practice**

Equality and sport in Scotland have connections to a number of long term national and sport sector specific policies and regulations, for example the Equality Standard for Sport (launched in 2004).<sup>10</sup> Since 2015, **sportscotland** and the Scottish Government have made significant changes to national approaches to equality. For example, the Scottish Government has introduced an Equality Evidence Finder and **sportscotland** has produced updated equality outcomes:

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**“OUTCOME 1:** Young people from our most deprived areas, girls and young women and disabled young people will have access to improved sport and physical activity opportunities, enabling them to participate and progress in school sport and club sport

**OUTCOME 2:** **sportscotland** and Scottish sport are supported to embed equalities and inclusion in their work

**OUTCOME 3:** Sports organisations and people working in sport will have an improved understanding and awareness of the needs of people with protected characteristics”<sup>11</sup>

- A challenge for the sport sector is to understand and interpret changes in the law, policy and politics into operational and strategic actions around equalities. For example, it is a challenge to interpret the connections between the Equality Standard for Sport, Active Scotland Outcomes Framework and the Sport for Life document. During fieldwork, when asked about the impact of Sport for Life, one respondent said:

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“We are aware that inclusion should underpin everything that we do which is why it is reflected on paper. Ensuring that it underpins everything in reality is a greater challenge”, Community Sport Hub staff member

- The range of sport sector planning, action and research on equality, diversity and inclusion is improving. However, from the review of evidence more needs to be done to confirm

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<sup>9</sup> Use of the term ‘topic’ in this project was informed by the National Records of Scotland: Scotland’s Census 2022. Available at: <https://www.scotlandscensus.gov.uk/question-development>

<sup>10</sup> Equality Standard for Sport. Available at: <https://equalityinsport.org/equality-standard-for-sport/>

<sup>11</sup> **sportscotland** (2017) Equality Outcomes 2017-2021. Available via: <https://sportscotland.org.uk/>

how the Sport for Life<sup>12</sup> statement “our commitment to inclusion underpins everything we do” is understood and brought to life by staff and partners in the sporting system in Scotland.

## 2. Availability and access to evidence and literature

It was notable that Scottish sport specific evidence and examples are becoming more widely available, but some gaps remain in evidence especially around gender reassignment, deafness, and ethnicity. As discussed in previous research, some groups (e.g. women and girls or young people) due to their size and visibility are easier to reach and measure.

- This project overall found that more quantitative and qualitative evidence and research on the twelve topics was available and accessible. There has been an increase in Scottish based qualitative research beyond sport and sport organisations (such as research in health and social care) which we have identified as being useful to the **sportscotland** and the sport sector.
- When asked about a series of equality and sport support statements for their job role, respondents selected ‘evidence about existing inequalities’ (60%) and ‘good practice examples which demonstrate possibilities’ (84%) as the most applicable. During fieldwork, when asked about current support, one respondent said:

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“SGB [Scottish Governing Bodies of Sport] Equality and Inclusion forum is a great networking support and pathway for best practice. However as above, more accessible updates, statistics and potentially recognised online training courses”, Scottish Governing Body of Sport staff member

- A high level of evidence and literature is accessed through partnerships, including local partners and national partners. When asked to describe the work that is being done across the sector to reduce inequalities in sport, one respondent described:

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“Minimal to date, however there has been a recent ground swell and there are some really good partnerships that have been established to move forward, for example with SAMH in terms of Mental Health and LEAP in terms of LGBTQI”, Local Authority staff member

## 3. Awareness raising and responsibility

The research highlighted that the Scottish sport sector is, understandably, not always equipped to interpret evidence and to navigate complex, emotive and ever-changing social debates – for example, around women’s rights and transgender rights. Plus, as discussed in

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<sup>12</sup> **sportscotland** (2020) Sport for Life – Summary of progress. Available via: <https://sportscotland.org.uk/>

previous research responsibility for taking forward these challenges does not lie with **sportscotland** alone.

- The confidence about thinking about equality and inclusion generally was high and there was real strength in informal networks to exchange ideas when issues arise.
- A less positive trend in this research was a lack of awareness of the equality and sport research undertaken by **sportscotland**. For example, a significant amount of individuals in the fieldwork reported the recognition or access to previous Equality and Sport research outputs as either ‘seen but not accessed’ or ‘not seen before’ as demonstrated in this snapshot of survey results here:
  - Equality and Sport Learning Notes (2016) – 64% had either seen but not accessed or not seen before.
  - Equality and Sport Research Report (2016) – 61.7% had either seen but not accessed or not seen before.

In the fieldwork, reasons were given about why people do not access such resources, these included:

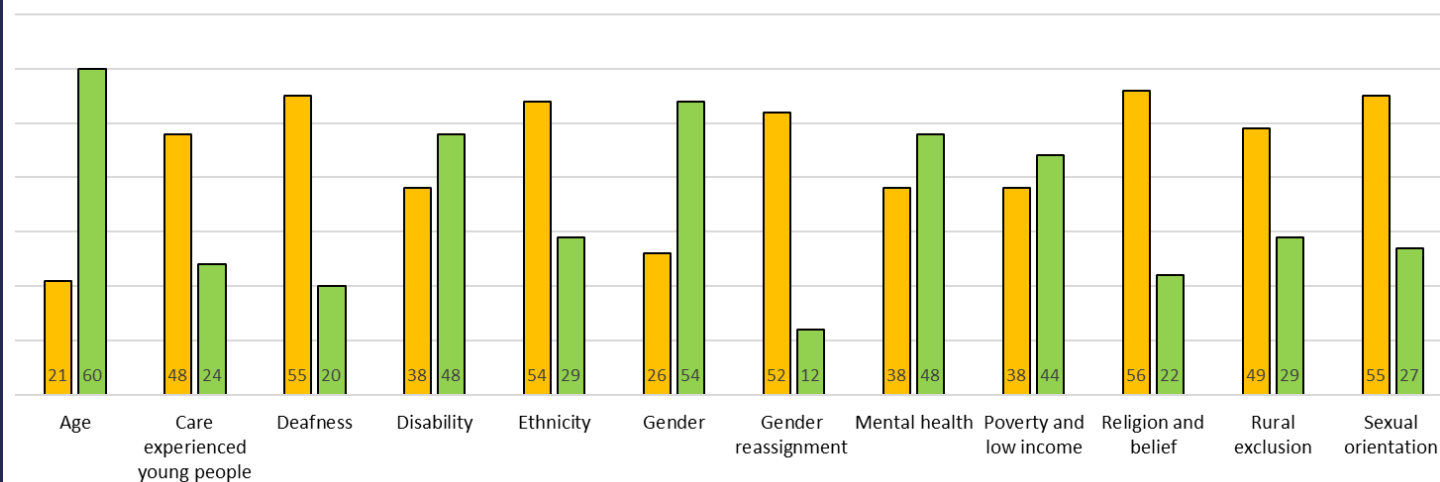
- A lack of **time** to keep up to date with latest sport and equality publications;
  - A lack of **capacity**, 79% of people surveyed said equality did not feature directly in their job title or job description;
  - Limited access, a reported challenge was around the **navigation** of the **sportscotland** website and channels of communication around equality and sport;
  - A limited understanding about whether publications are **targeted or useful** for their role or not;
  - A limited understanding about how the equality publications are **connected** with targets, action plans or funding models.
- The level of awareness and understanding differs around the topics. The topics where people were most likely to have ‘A little’ understanding in the survey were deafness (55%), ethnicity (54%), gender reassignment (52%), religion and belief (56%) and sexual orientation (55%). Further to this, the topics where people were mostly likely to have ‘A lot’ of understanding in the survey were age (60%), gender (54%), disability (48%) and mental health (48%). All the topics ‘A little’ and ‘A lot’ responses are summarised in the following graph:



Overall, rate your understanding in relation to each of the following characteristics:

■ A little

■ A lot



## Key Recommendations

1. **sportscotland** should play a greater leadership role in emphasising the importance of equality. This relates both to communication – being seen to champion equality but also to ‘living’ the values;
2. Equality must be approached with greater consistency of language. It must be more effectively coordinated across the sport sector, with a greater consideration given to connections between the environments (schools and education, club and community sport, high performance sport);
3. Many equality issues are deep seated and the appropriate balance between addressing these long-term issues and reflecting emerging priorities must be struck;
4. Resources connected to equality should be more visible, accessible and user-friendly;
5. The priority must shift towards valuing and measuring impact, workforce development and culture, rather than the amount of output or activity. Measuring real impact should become the norm through high quality monitoring and evaluation;
6. **sportscotland** should support, inform and provide a mechanism for more systematic peer to peer learning and knowledge exchange. It should capture the strong practice out there in the Scottish sport sector more effectively.

*Suggested future discussion and research points:*

- *clarity of language and the responsibility for inclusion;*
- *partnership working and building with other organisations, e.g. Higher Education Institutions, specialist groups or other sectors;*

- *improvement of the access to national and local evidence;*
- *better identification of the relevance of different sporting environments to each other (schools and education, club and community sport, high performance sport);*
- *increased ability of the workforce in monitoring and/or evaluation of equality and sport;*
- *the use of separate practical and reflective guidance to empower more people to think and act around equality and sport;*
- *further translation of the idea and understanding of intersectionality into the sport sector.*

# 1. Introduction

This research links to **sportscotland**'s Corporate Strategy, Sport for Life, which is underpinned by their commitment to inclusion. **sportscotland** defines inclusion as:

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...at its simplest is 'the state of being included'. For us, it is about ensuring people feel they belong and are welcome, engaged, and connected. It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement.<sup>13</sup>

This project builds on previous research exercises by the Scottish Government<sup>14</sup> who completed a review of quantitative data around equality in sport in Scotland and Research Scotland<sup>15</sup> who completed a review of qualitative data around equality in sport in Scotland. Alongside these, we have also examined a number of other pieces of research into the delivery, investment and supported activities across the sport sector, such as **sportscotland**'s coaching in Scotland evaluation and research.

The research was commissioned by **sportscotland** and they appointed Counsel Ltd to conduct this project in March 2020.

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- Update and extend existing equalities and sport evidence resources;<sup>16</sup>
- Engage directly with the Scottish sport sector to understand whether and how equalities are embedded;
- Identify practical recommendations to progress and help prioritise improvement in this area in Scotland.

Across the research there was input from staff and partners in the sporting system in Scotland<sup>17</sup> (including **sportscotland**, Scottish Governing Bodies of Sport, local authorities and

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<sup>13</sup> **sportscotland** (2019) Equality mainstreaming and outcome progress report. Available via: <https://sportscotland.org.uk/>

<sup>14</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available via: [www.equalityevidence.scot](http://www.equalityevidence.scot)

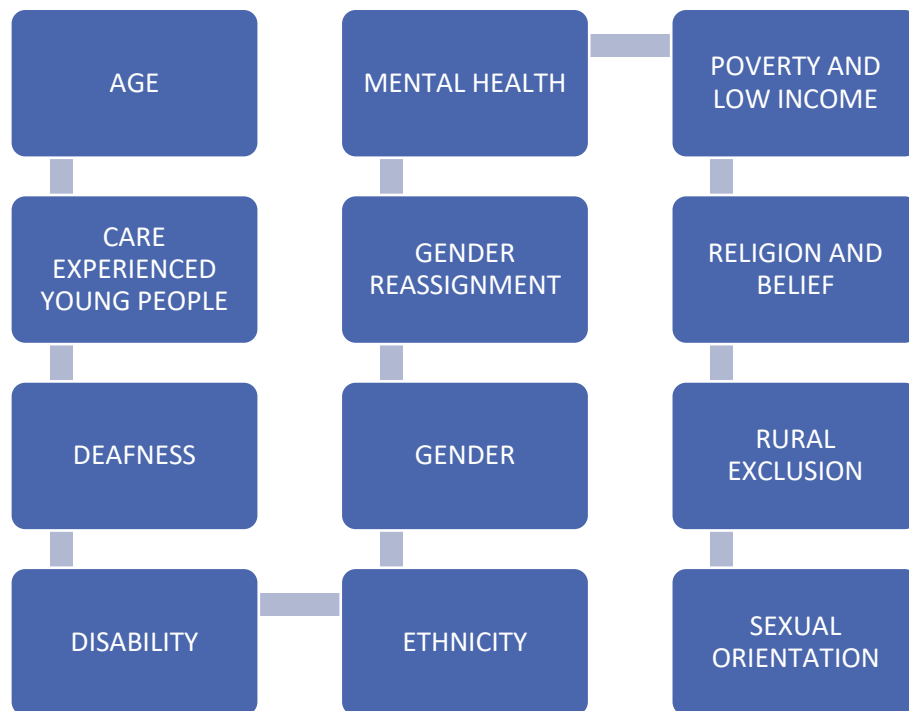
<sup>15</sup> Research Scotland (2016) Equality and Sport Research. Available via: <https://sportscotland.org.uk/>

<sup>16</sup> To focus on Scotland and Scottish sport.

<sup>17</sup> **sportscotland** supported the researchers to facilitate access to its networks and partners.

major third sector partners). This included input from a cross-section of sports, environments (schools and education, club and community, high performance sport), geographic areas and staff who are both operational and strategically focused.

In the project brief the scope extended beyond the nine protected characteristics and **sportscotland's** public sector equality duties<sup>18</sup> to include five further areas to explore:



An equality group is made up of persons who share a relevant protected characteristic. An equality topic includes individual characteristics with further information about their circumstance, such as geographic location.<sup>19</sup>

The overall context of attempting to conduct such an exercise during the COVID-19 pandemic proved very challenging. For example, the amount of staff targeted and response sample size for the survey was smaller than previous studies, though the representation across organisations, depth and quality of responses was very high. Discussion in current literature and evidence is very much impacted by responses to the COVID-19 pandemic or the acute impact of activities stopping within the sporting sector. Where appropriate, we have referenced such challenges and impacts.

<sup>18</sup> Equality and Human Rights Commission. Background to the equality duty. Available at: <https://www.equalityhumanrights.com/en/public-sector-equality-duty-scotland/background-equality-duty>

<sup>19</sup> Use of the term 'topic' in this project was informed by the National Records of Scotland: Scotland's Census 2022. Available at: <https://www.scotlandscensus.gov.uk/question-development>

## Research Process

This research was designed to enable **sportscotland** to have a substantive dialogue with the sports sector workforce about equality and sport and to provide the sector with high quality, practical resources to understand equality and sport better and to achieve change.

The research involved four main stages:

1. **An integrated review of existing research and evidence** across the twelve identified topics with a focus on Scotland and Scottish sport since 2015. We gathered, reviewed and updated a database of existing evidence around sport and equality, this included quantitative and qualitative sources. Between April and June 2020, we used a robust and replicable framework commonly referred to as an integrated review to collect and process literature and evidence. The integrated review was based on the Schulenkorf et al. (2016) five-step process<sup>20</sup> (a) problem identification, (b) literature search, (c) data evaluation, (d) data analysis, and (e) presentation. The searches were based on the twelve topic areas and key words connected to them. A detailed overview of this stage of the research is included as Appendix One;
2. **An online survey** of staff and connected networks within the Scottish sport system. **sportscotland** issued the survey to staff via online bulletins, 136 responded. A copy of the survey is included as Appendix Two;
3. **Virtual interviews** with staff and connected networks within the Scottish sport system. **sportscotland** identified a cross-section of organisations and individuals to contact to interview. We held 25 interviews with 27 interviewees. The interviewees included staff at different levels and in different sporting fields and sectors. All interviews lasted between forty-five and sixty minutes. A copy of the interview guide is included as Appendix Three;
4. **Learning note consultation and feedback** was embedded into aspects of the research to include a review and evaluation of the previous learning notes and future outputs around equality and sport. Proposed approaches and content was tested with the workforce. This included quantitative understanding of what research is most frequently accessed and qualitative understanding of staff learning needs. A copy of the learning note consultation elements is included as Appendix Four.

Outputs from this research include: Key findings document; Updated Excel database of existing around sport and equality; Learning note content to be used by **sportscotland** in future output development.

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<sup>20</sup> Shulenkorf et al. (2016). *Sport for Development: An Integrated Literature Review*. Journal of Sport Management, 30, pp. 22-39. Available at: <https://opus.lib.uts.edu.au/bitstream/10453/42185/4/JSM%20OPUS.pdf>

## Context

**sportscotland** is the national agency for sport in Scotland. In 2019 **sportscotland** described its organisational connection to equality as:

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“Our vision is an active Scotland where everyone benefits from sport.  
Our mission is to help the people of Scotland get the most from the sporting system. Our commitment to inclusion underpins everything we do.

We provide leadership to the sporting sector, to influence and drive the changes needed to address inequalities and ensure everyone has the opportunity to get involved in sport and physical activity.

We are also committed to embedding a culture of inclusion in our organisation and ensuring that all employees are treated fairly, without discrimination because of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation”<sup>21</sup>

**sportscotland** as a public body is held legally accountable for equality, diversity and inclusion through the Equality Act 2010 and the specific duties for Scottish public bodies around mainstreaming, outcomes and employee information.<sup>22</sup>

Through the evidence review, we found that **sportscotland** and the Scottish Government have made significant changes to national strategic approaches to equalities in the past five years including:

- **Sportscotland’s** launch of Sport for Life<sup>23</sup> (corporate strategy) in 2019, underpinned and accompanied by a business plan<sup>24</sup> and equalities outcomes<sup>25</sup> to act as strategic and investment drivers up to 2021;
- **sportscotland’s** continued alignment of strategy, operations and reporting to the UK Equality Act 2010 duties for public bodies, Scottish Government Active Scotland

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<sup>21</sup> **Sportscotland** (2019) Equality mainstreaming and outcome progress report. Available at: <https://sportscotland.org.uk/media/4712/final-2017-19-equality-mainstreaming-and-outcomes-report.pdf>

<sup>22</sup> Further information about the Public Sector Equality Duty applies can be found here: <https://www.equalityhumanrights.com/en/publication-download/essential-guide-public-sector-equality-duty>

<sup>23</sup> **sportscotland** (2019) Sport for Life. Available at: <https://sportforlife.org.uk/documents/Sport-for-Life-Full-Document.pdf>

<sup>24</sup> **sportscotland** (2019) Business Plan. Available at: <https://sportscotland.org.uk/media/5000/business-plan-2019-2021-final-august-2019.pdf>

<sup>25</sup> **sportscotland** (2017) Equality outcomes 2017-21. Available at: <https://sportscotland.org.uk/media/2591/equality-outcomes-2017.pdf>

Outcomes Framework<sup>26</sup> and specific duties for Scottish public bodies in the Public Sector Equality Duty<sup>27</sup> through a body of work under the umbrella of 'Inclusion at sportscotland.'

More broadly, since 2014, the Scottish political and policy context has evolved in light of the Scottish independence referendum, the United Kingdom European Union membership referendum ('Brexit'), UK General Elections in 2015, 2017 and 2019, the Scottish Parliament elections in 2016. More recently, the Scottish Government and UK Government responses to the coronavirus (COVID-19) global pandemic have had a significant impact on the sport sector's ability to operate and has highlighted further issues in relation to equality.

## Current sportscotland Equality Outcomes

In 2017, **sportscotland** described the issues identified from previous research to be significant and wide ranging: "it will not be possible to take forward action in all areas over the short to medium term. Clear, focused action in a small number of areas, with demonstrable impact will be more valuable than trying to address too many issues at the same time. As such, sportscotland has been reviewing its equality work to refine our priority areas of work."<sup>28</sup>

Based on the previous research findings and through consultation, **sportscotland** developed three equality outcomes for 2017-21. The outcomes were underpinned by **sportscotland's** commitment to showing greater leadership, to influence the sector and to drive the changes needed to address inequalities and ensure that everyone has the opportunity to get involved in sport. ***sportscotland's Equality Outcomes 2017-21 are:***

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"OUTCOME 1: Young people from our most deprived areas, girls and young women and disabled young people will have access to improved sport and physical activity opportunities, enabling them to participate and progress in school sport and club sport

OUTCOME 2: sportscotland and Scottish sport are supported to embed equalities and inclusion in their work

OUTCOME 3: Sports organisations and people working in sport will have an improved understanding and awareness of the needs of people with protected characteristics wing its equality work to refine our priority areas of work"<sup>29</sup>

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<sup>26</sup> Scottish Government (2018) Active Scotland Delivery Plan. Available at: <https://www.gov.scot/publications/active-scotland-delivery-plan/pages/5/>

<sup>27</sup> Equality and Human Rights Commission (last updated 2020) Public Sector Equality Duty in Scotland. Available at: <https://www.equalityhumanrights.com/en/public-sector-equality-duty-scotland>

<sup>28</sup> **sportscotland** (2017) Equality Outcomes 2017-2021. Available via **sportscotland** website.

<sup>29</sup> **sportscotland** (2017) Equality Outcomes 2017-2021. Available via **sportscotland** website.

**sportscotland** defines inclusion as:

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...at its simplest is ‘the state of being included’. For us, it is about ensuring people feel they belong and are welcome, engaged, and connected. It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement.

Our approach to inclusion includes the following strategic drivers:

- Our equality outcomes for 2017 to 2021
- Socioeconomic disadvantage
- Corporate Parenting
- Mental Health Charter for Physical Activity and Sport
- Rural disadvantage<sup>30</sup>

## Building on previous research

The 2016 equality and sport research on views from the workforce (a combination of survey research and focus groups) generated a number of headline findings which are still relevant to this project. This recent historical context offers insights into areas that have made progress and the areas that remain a challenge to progress. For example, it states:

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“staff within the sporting system in Scotland indicated a general view that equality was increasing in importance, with a stronger focus from sportscotland and the Scottish Government, and more training and development around equality in sport”,<sup>31</sup>

This parallels a broad momentum captured in the 2020 research. Further to this, the 2016 study identified that equality as a policy priority was struggling at times to be translated into action. This was a clear finding cemented by this report and the views of a range of staff working in policy and practice. Perhaps a useful difference between the reports is that whilst there was guidance around learning, partnerships and understanding culture(s) there was minimal reference to collaboration with non-sporting specialist agencies in these areas of protected characteristics.

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<sup>30</sup> **sportscotland** (2019) Equality mainstreaming and outcome progress report. Available at: <https://sportscotland.org.uk/media/4712/final-2017-19-equality-mainstreaming-and-outcomes-report.pdf>

<sup>31</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf> (Page 73)



As discussed by the 2015 Active Scotland Outcomes: Indicator Analysis<sup>32</sup> report there are national quantitative evidence gaps around particular topics and communities:

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“There are particular gaps in evidence in relation to several of the protected characteristics: Ethnicity and religion; Pregnancy and maternity and Sexual orientation and transgender. There is also a lack of evidence to support understanding of differences in opportunities and experiences in relation to differing types of disability;

Across many of these topics, there are small numbers in relation to the wider population. Consequently, in national survey samples the data is limited. Pooling data allows for some analysis but may mask differences between important sub-groups.”

The points raised here about gaps, pooling data and the availability of ‘sub-group’ data is still relevant in the context of this 2020 research. The points will be discussed further in this report and there will be suggested solutions, for example the use of local data sets and the use of the upcoming Scottish Census questions and consultation. The solutions will not provide evidence but promote better practices to accessing and collecting data around topics and communities.

Finally, it is acknowledged this piece of research does not take place in isolation, as discussed in the ‘Evaluation of **sportscotland** supported activity: schools and education’ commissioned research must be seen as:

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“...a series of **sportscotland** wider evaluations being undertaken from 2017 to 2019. These look in depth at how the programmes **sportscotland** deliver alongside partners support the sporting system. They provide insight into what is working well and what can be improved. These will be used to inform **sportscotland**’s next planning cycle.”<sup>33</sup>

The findings and recommendations outlined in this report contribute to the development of wider work around equality which is already ongoing. The research will inform **sportscotland**’s current planning cycle, in particular the development of the equality outcomes 2021-2025.

In the future **sportscotland** will commission further research in the area of sport and equality, to focus on participants and other non-workforce stakeholders.

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<sup>32</sup>Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>33</sup> Research Scotland (2018) Evaluation of sportscotland supported activity: schools and education. Available at: <https://sportscotland.org.uk/media/3550/schools-and-education-wider-evaluation-full-report-final.pdf>

## 2. Views from the Workforce

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This chapter explores the views of the Scottish sporting workforce. It is based on data collected through an online survey and virtual interviews. Counsel led on the design of the research with responsibility for reaching the workforce lying with **sportscotland**.

Points about the data collection:

- The project team was also mindful of the constraints of operating during the COVID-19 pandemic when designing the research. The rationale for using a mixture of quantitative (numerically driven and closed) questions and qualitative (opinion driven and open-ended) questions in the survey and interviews is based on two points. Firstly, to gain the breadth and depth of potential answers, with the ability to make comparisons to previous research. Secondly, to unpack the complexity of the topic area. For consistency, the same (or similar) key questions from previous research in 2016 were used again. A copy of the survey is included at Appendix Two.
- The survey reached various parts of the workforce and dissemination and promotion was undertaken by **sportscotland**. Dissemination via mailing lists means that providing a full assessment of response rate is challenging. In addition to this, the research was conducted during the COVID-19 pandemic. Using **sportscotland** tracking data, and an assumption of even take up across the second mailing (full tracking was only undertaken on the first), we know that a total of 1529 people received this emails. Of these, **sportscotland** estimate that 740 people viewed the content and that around 123 directly clicked through from these links. It is possible that people accessed the survey via other means (for example email forwarding). The estimated response rate based on views is 26%.
- **sportscotland** identified a cross-section of organisations and individuals to contact to interview. A copy of the interview guide is included as Appendix Three. In the 2016 Sport and Equality research, approximately seventy staff were engaged through six focus groups lasting for one hour and four mini groups lasting fifteen minutes each. The seven hours of engagement with staff yielded a range of viewpoints, evidence and suggestions. For the updated research, it was decided to gather approximately twenty-five hours of in-depth dialogue focused on the day-to-day understanding of equality and inclusion in a variety of roles and organisations.
- Geographical representation of data was a high priority. Of the twenty seven interviews, sixteen had a role with a national remit and eleven had a role with a regional or local remit. Of those who had a role with a regional or local remit, we had insight from seven of the thirty two Scotland council areas and of those seven it included council areas with high, mid and low population density.

The diversity of roles and professional demography in the data was a high priority:

- Of the twenty seven interviewees, eleven had roles that cut across the three main sporting environments; five worked specifically in the environment of schools and education, two worked specifically in the environment of performance sport, five worked specifically in the environment of community and clubs and four worked in specialist organisations connected to equality and sport;
- Based on the survey respondents and interviewee job title (and interviewee self-identified career stage), the twenty seven interviewees varied from working in the Scottish sporting system for less than a year to twenty plus years.

The diversity of organisations in the data was a high priority. As displayed, the survey respondents and interviewees represent a cross-section of major networks within the Scottish sporting system.

Representation of organisations and networks in the survey and interviews:

Main organisation or network	Survey responses	Interviewees
Active schools	36	3
Community Sport Hub	12	3
Leisure Trust	9	-
Local Authority	13	1
Scottish Governing of Sport	39	7
<b>sportscotland</b>	39	8
Third sector	2	4
Other	4	1
<b>Total</b>	<b>136</b>	<b>27</b>

As displayed, the survey respondents and interviewees represent a cross-section of roles within the Scottish sporting system.

Representation of types of role in an organisation or network:

<b>Type of role in organisation or network</b>	<b>Survey responses</b>	<b>Interviewees</b>
CEO, director of large divisions	5	2
Head of department, director of smaller organisations	9	5
Senior manager, team manager	15	8
Middle manager	25	2
Senior officer, supervisor	6	6
Officer	61	4
Administrator	5	-
Other	10	-
<b>Total</b>	<b>136</b>	<b>27</b>

The following sections present the findings from the fieldwork, they are connected to the following subheadings:

- Levels of understanding and support;
- Sources of evidence and knowledge;
- Differences in environments;
- Practical action;
- Learning and knowledge exchange.

## Levels of Understanding and Support

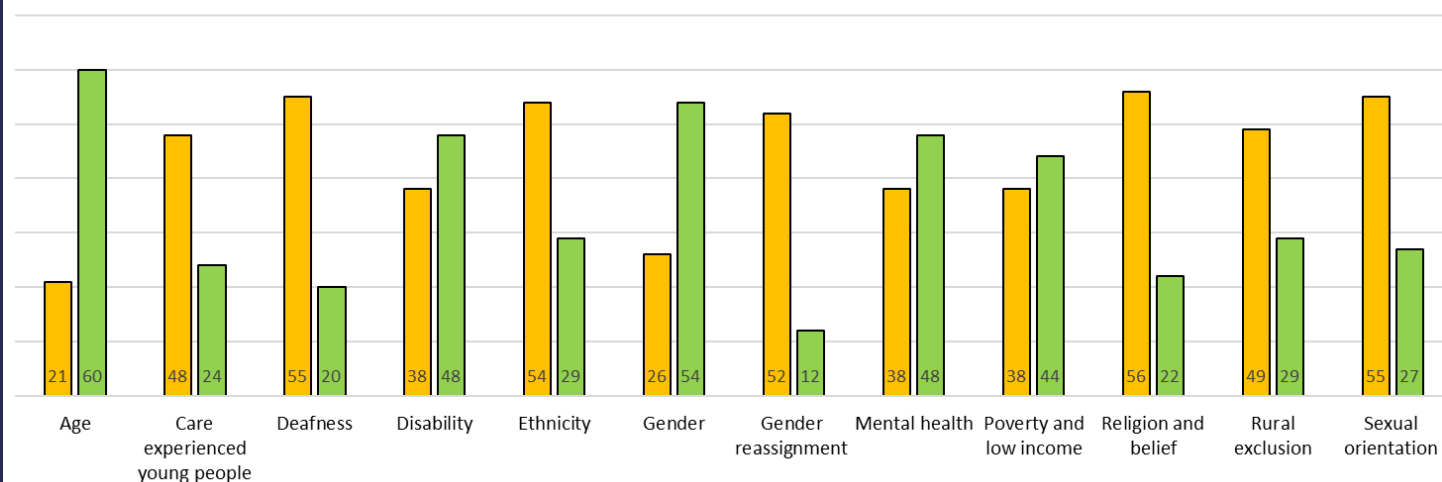
In the survey and the interviews there were questions about the level of understanding around the twelve topic areas connected to this research. The following section gives an overview of where the sport sector workforce is in relation to each topic. These findings can be compared with the survey research from 2016.

The level of awareness and understanding differs around the topics. The topics where people were most likely to have 'A little' understanding in the survey were deafness (55%), ethnicity (54%), gender reassignment (52%), religion and belief (56%) and sexual orientation (55%). Further to this, the topics where people were mostly likely to have 'A lot' of understanding in the survey were age (60%), gender (54%), disability (48%) and mental health (48%).

All the topics 'A little' and 'A lot' responses are summarised in the following graph:

Overall, rate your understanding in relation to each of the following characteristics:

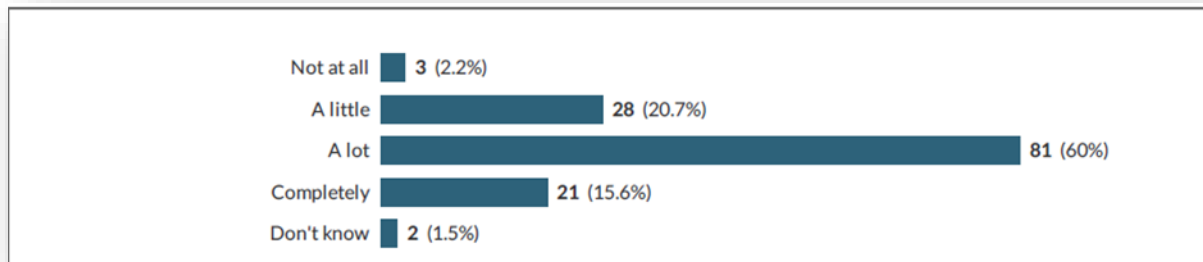
■ A little    ■ A lot



For each of the twelve topics (and presented below), respondents were asked:

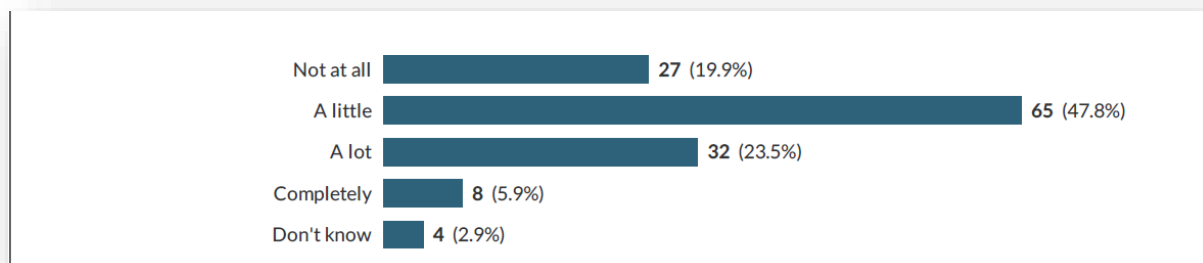
**“Overall, rate your understanding in relation to each of the following characteristics” with a follow up question of, “What support, training or guidance on equality and sport would you like to receive in the future?”**

## 1. AGE



'Age' is an equality characteristic where over 70% of respondents rate themselves as having 'a lot' of understanding. A further 15.6% suggest they have complete understanding. When asked what training, guidance and support they wanted to help them in this area, over 70% asked for ways in which they can increase participation for people with these characteristics. This perhaps relates to the perception that many respondents felt relatively well placed with an understanding of this characteristic.

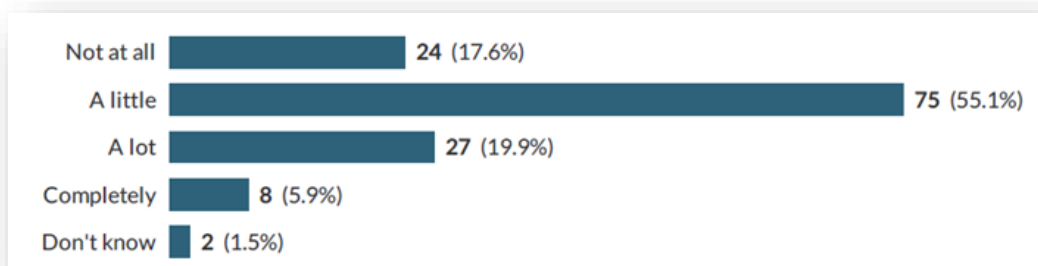
## 2. CARE EXPERIENCED YOUNG PEOPLE



The figure above illustrates the proportion of the survey population respondents that rate their understanding of care experienced young people as 'a little' ( 7.8%) and 'a lot' (23.5%) and 'completely' (5.9%). In addition, 19.9% of respondents, just under a fifth had no understanding of this group. This correlates with the more limited depth of available evidence in this new and emerging area of research interest.

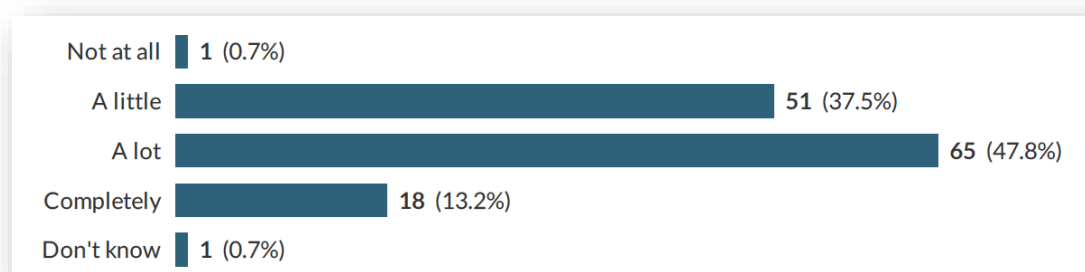
When asked about how they would like to learn about this area in terms of support of their understanding, 77% responded by asking for more insight around participation experiences and 77% on ways to engage this group. A further 52% also asked to know more about the profile of this group. It appears that this is a clear priority focus area in policy and practice.

### 3. DEAFNESS



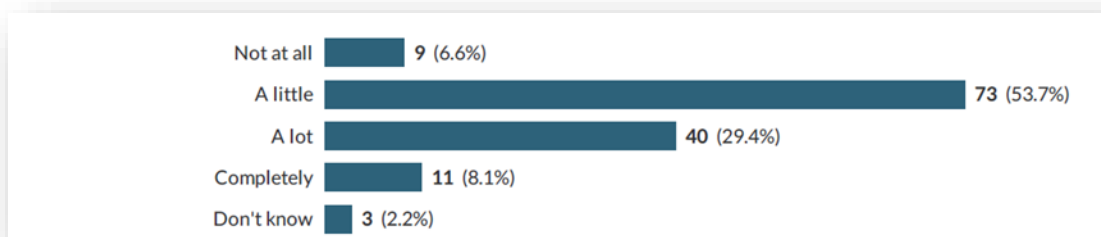
The survey population respondents rate their understanding of deafness as: 'a little' (55.1%) and 'a lot' (19.9%) and 'completely' (5.9%). Similar to care experienced young people, just under one fifth had no understanding. Similar to previous characteristic groups, there are around 50% of respondents that wanted to know more about the background and profile of this group. Around 70% wanted support around understanding the sporting experiences and then ways to engage in participation.

### 4. DISABILITY



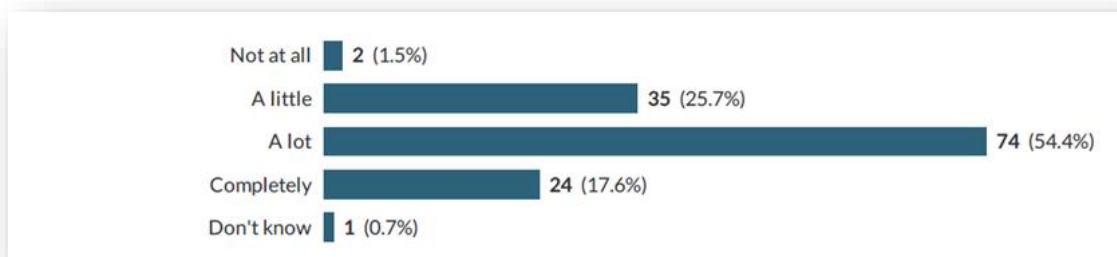
The figure above illustrates the proportion of the survey population respondents that rate their understanding of disability as 'a little' (37.5%) and 'a lot' (47.8%) and 'completely' (13.2%). Only 0.7% had no understanding at all. As a key core protected characteristic that cuts across sport and physical activity in schools, universities, clubs, informal recreation and elite sport, the figure of no understanding is very low, however, more can be done to raise the 'a little' figures. In a genuinely equal and diverse workforce and sector that is responding to this characteristic, disability should be more substantively understood.

## 5. ETHNICITY



Responses that show only 'a little' level of understanding reflect the minimal awareness of ethnicity as an area of equality work. Nearly two thirds of respondents have no or limited understanding of race. This reveals a clear policy issue. Also, only 45% of respondents desire further information on the background profile and number of participants. The disparity with a high lack of understanding and a gap in terms of demand to find out should be explored further. This said, respondents did want to know about sporting experiences and how to engage people with these characteristics better.

## 6. GENDER

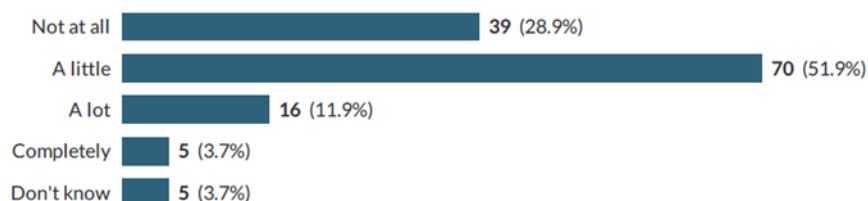


In contrast to other protected characteristics, gender is one that at first sight shows strong progress in terms of people's awareness. The figure above illustrates the proportion of the survey respondents that rate their understanding of gender as 'a little' (25.7%) and 'a lot' (54.4%) and 'completely' (17.6%).

However, it is also important to acknowledge that this shows a gap between awareness and understanding and then translating this into structural change in participation and experiences. Only a third of respondents wanted more support in accessing information on the profile and characteristics and around 70% wanted to find out more support and advice on experiences of this group and ways to engage them in participation.



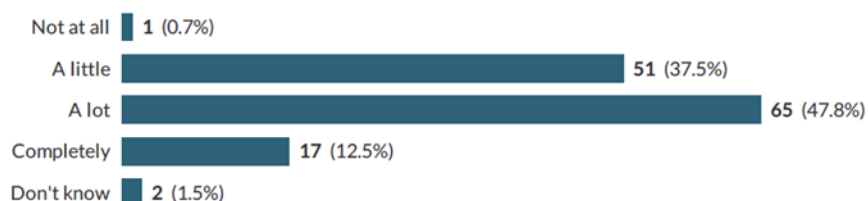
## 7. GENDER REASSIGNMENT



This clearly highlights a priority area for improving understanding with nearly 80% only having no or 'a little' understanding of this characteristic. Furthermore, only 3.7% had a complete understanding of this area compared to 18% for gender. There are roles here for **sportscotland** in leadership and setting strategic priorities as well as for the wider sector to develop a far better understanding of these issues.

This requires more research and exploration as an area of policy translation and implementation. This is especially true as only 1.5% of survey respondents were from voluntary sector sport clubs, where evidence would suggest these figures would be greatly amplified. Furthermore, this characteristic had the highest of any at 60% of respondents wanting to know the profile and number of participants with this background. Compared to others, this was nearly 50% higher than other areas that appear better understood.

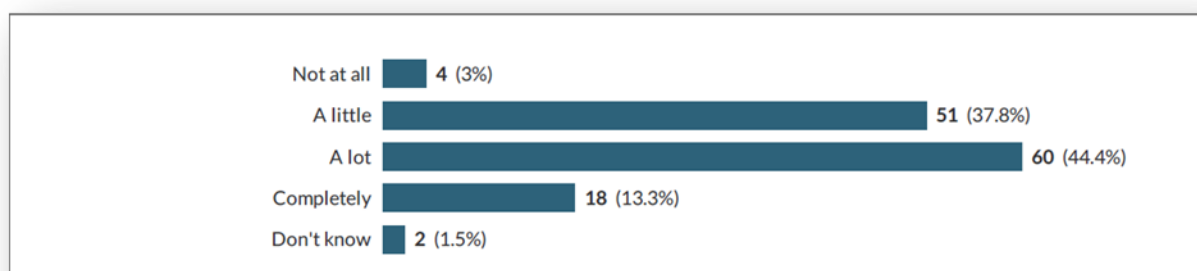
## 8. MENTAL HEALTH



As a characteristic with significant scale and profile<sup>34</sup> this is an interesting finding. Only one person had no awareness of this, which shows policy and communications work has made good inroads into translating understanding for these survey respondents. Set against high figures for understanding, appetite for learning more about profile and number is also still relatively high (40.5%). Then perhaps most fundamental is that 76% of respondents want to know more ways to engage such participants in sport participation and 68% to learn about their experiences. It seems this is a policy area with good traction and a high desire to keep doing more.

<sup>34</sup> For example, see <https://www.scotpho.org.uk/health-wellbeing-and-disease/mental-health/key-points/>

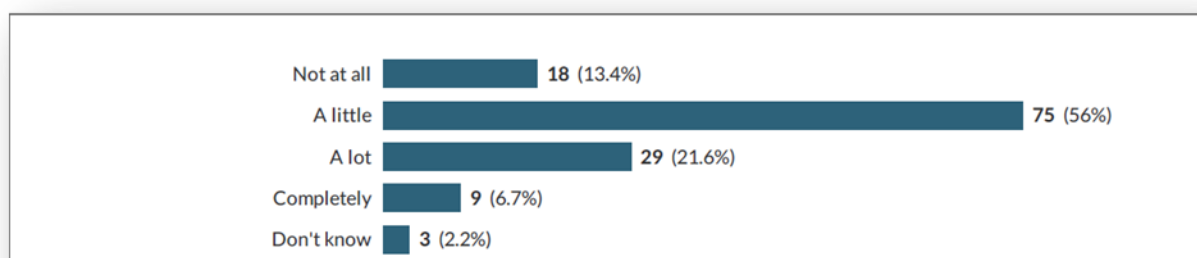
## 9. POVERTY AND LOW INCOME



The figure above illustrates the proportion of the survey population respondents that rate their understanding of low income and poverty as ‘a little’ (37.8%) and ‘a lot’ (44.4%) and ‘completely’ (13.3%). Work in low socio-economic areas and with individuals and families from such communities does appear to be relatively well understood. This said, this is a key policy priority in Scotland, yet nearly 40% state their understanding is only ‘a little’.

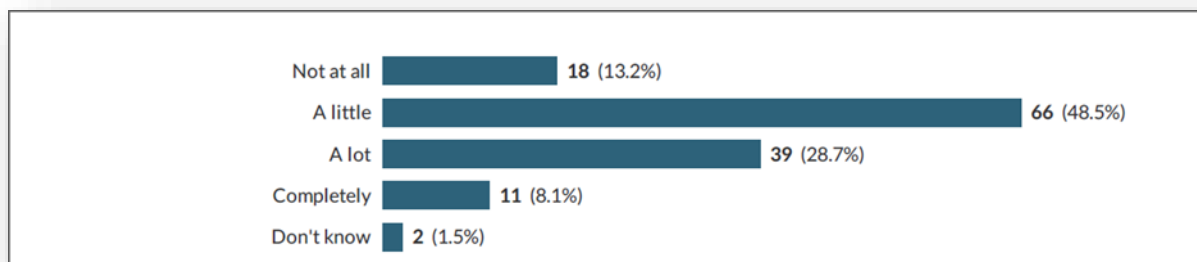
In addition and as demonstrated in other areas of this report, equality issues overlap and interact – ‘intersectionality’. For example, rural isolation can also overlap with low socio-economic factors. A better understanding of this intersectionality as well as a more nuanced and sophisticated response – from **sportscotland** and from wider agencies and other organisations would help to drive progress in this area.

## 10. RELIGION AND BELIEF



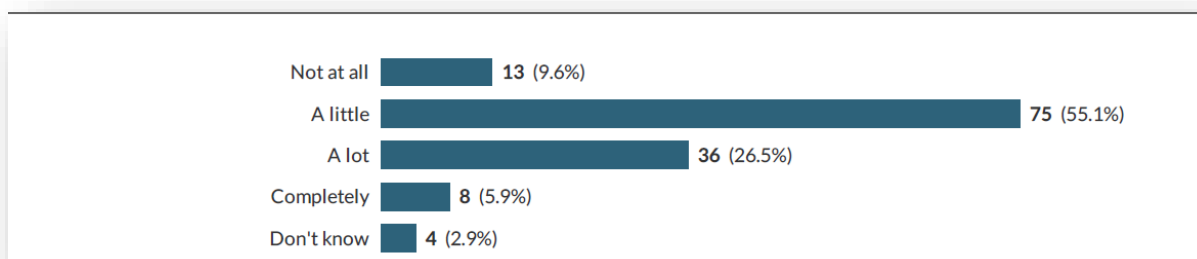
The figure above shows that just under 70% of respondents do not really understand this protected characteristic; this is a concern. Arguably, this most complex of cultural and ideological characteristics is little understood more widely, and even those claiming ‘a lot’ or ‘complete’ understanding would be challenged on this, in terms of what lens they are viewing their audience through. This is the only characteristic when asked about support and training they had higher demand for understanding sporting experiences (69%) than ways to get the population(s) engaged (65%). It is unclear why this is.

## 11. RURAL EXCLUSION



The figure above illustrates the proportion of the survey population respondents that rate their understanding of rural exclusion as 'a little' (48.5%) and 'a lot' (28.7%) and 'completely' (8.1%). With 60% having low levels of understanding, this again shows a population equality characteristic that respondents are unclear about. This low level of understanding is compounded by the fact that this is only the fifth highest area of latent demand to find out more about how to increase participation. That means that awareness is low but the desire to learn more is also relatively low. This perhaps relates to how respondents have differing levels of demand for policy support given very different roles and the urbanised nature of the Scottish population.

## 12. SEXUAL ORIENTATION



The figure above illustrates the proportion of the survey respondents that rate their understanding of LGBT+ as 'a little' (55.1%), 'not at all' (9.6%) and 'a lot' (26.5%) and 'completely' (5.9%). This again means that over two thirds have no or little understanding of the needs of this group. A total of 48% of respondents wanted further information on the profile and number of individuals in this group. Further to this, around 68% wanted support on understanding experiences and ways to engage in participation. This shows high latent demand for this area and matches the gaps in knowledge that seem to be present. It also correlates with the lower levels of participation, barriers and exclusion present within this group from within existing research and academic evidence.

## Sources of Evidence and Knowledge

In both the survey and interviews, people were asked what their main source of knowledge for equality and sport was, plus what types of sources they accessed in their everyday work. Answers differed depending on the role type and environment the respondent worked in. For example, those connected to a Scottish Governing Body of Sport frequently cited the Equality Standard for Sport and the work **sportscotland** does with Plan4Sport and other partners, such as LEAP Sport and Scottish Disability Sport to deliver training, resources and support.

Some responses included:

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“other staff, partnership manager at **sportscotland**, the process of achieving the equality standard”, Scottish Governing Body of Sport staff member

“**sportscotland** Equality information and the Equality Standards in Sport”, Scottish Governing Body of Sport staff member

“These guide our approach to working with Scottish Governing Bodies of Sport and how we might support Scottish Governing Bodies of Sport as they progress through the Equality Standard in Sport”, Specialist organisation staff member

Staff from other environments, in particular **sportscotland** staff, responded with references to other UK Sports Councils, partnerships with other organisations, the Sport for Life document and approach and other strategic drivers.

Responses included:

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“The Sport England website is really helpful now for sport resources specifically. Sometimes it's the sport context that is harder to find and harder to be confident in the quality. Wider equality evidence is much easier to reach”, **sportscotland** staff member

“It [Sport for Life] helped us be clearer about what we mean by inclusion. It's forced us to define inclusion better and explain what we're doing to deliver on that commitment. Inclusion principle has challenged the way we do things. For example, people are better at checking their work to see if inclusion is driving it or embedded in it. It's more at the front of people's minds than it ever has been”, **sportscotland** staff member

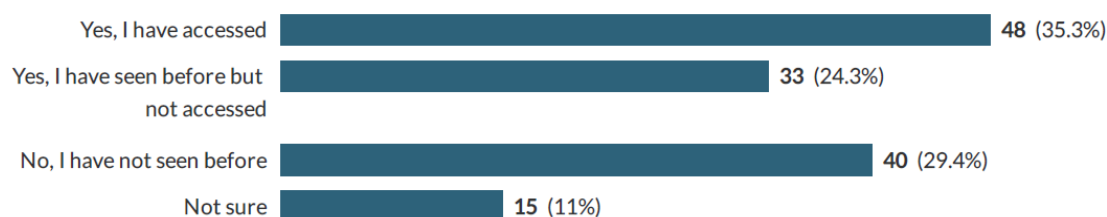
“Through national research carried out by various organisations such as Sport Scotland, Sport England, Public Health Scotland, Active Scotland Outcomes Framework, Scottish Government, etc, as well as through national organisations such as Scottish Disability Sport and LEAP”, Community Sport Hub Officer

“ASOF Equality indicators, Equality and sport research and sportscotland Equality Outcomes. Leapsport and Scottish Disability Sport. Scottish Health Survey and Scottish Household survey for data and trends”,  
**sportscotland** staff member.

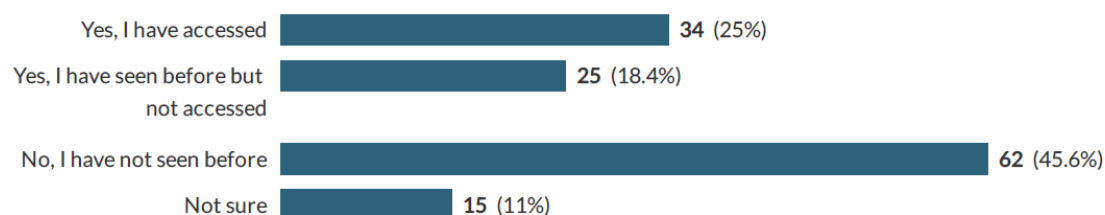
A number of respondents cited **sportscotland** research resources as a significant source of knowledge and evidence. Examples varied from media posts, to evaluations, to specific documents such as the Equality in Practice Guide.

Respondents were asked if they had accessed any of the resources listed:

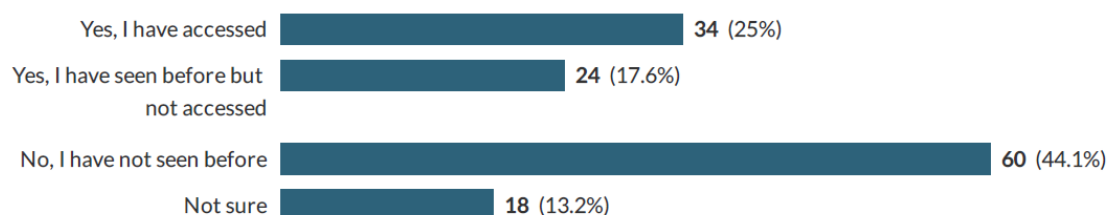
#### ***Equality in Practice Guide:***



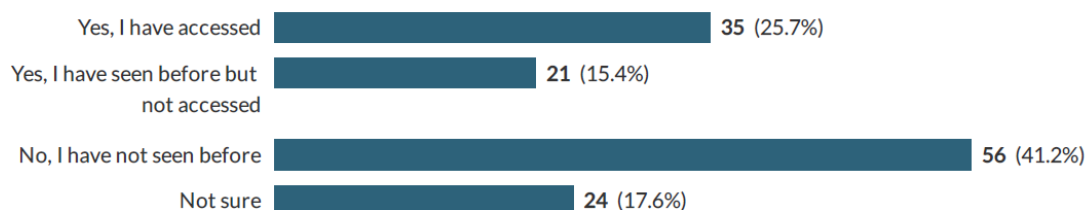
#### ***Equality in Sport Learning Notes:***



#### ***Equality in Sport Research Report:***



#### ***Equality Outcomes 2017-21***



As seen in the figures above, a significant number of the workforce across the sector did not navigate or use **sportscotland** sources of evidence or knowledge. The previous Equality in Sport Research Report from 2016 had only been actively accessed by 25% of respondents. A total of 57% had either never heard of the report or were 'not sure'.

In the survey and in interviews we also asked what other sources people accessed and why they did not use the **sportscotland** Equality and Sport research. A significant trend was for people to cite their experience and personal networks as their biggest source of evidence and knowledge. Some responses included:

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"I have been working in this field for some thirty years and have acquired considerable knowledge", Local Authority staff member

"Past experience only", Scottish Governing Body of Sport staff member

"Talking to club members, pupils, parents and colleagues over a sustained period of time", Community Sports Hub staff member

"Radio and online", Scottish Governing Body of Sport staff member

Staff that did access policy and research documents related to equalities used them in a multitude of ways, including writing their own equality statements and policies. People also identified the research as useful for researching specific issues and themes. Commonly they were cited as a 'reference point' for ideas, action and processes within organisations. Some specific examples include:

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"The equality in sport research report was used to inform outcomes for Active Schools", Active Schools staff member

"It has given me most of the context around my work. I have found it useful to refer to when working with partners", Local Authority staff member

"To gauge if I could do anything differently in my programmes and interventions to create more equal opportunities for people with protected characteristics", Scottish Governing Body of Sport staff member

"The equality in sport research report was used to inform outcomes for active schools", Active Schools staff member

"Used the Equality and Sport research to drive conversations with partners around gaps in participation and barriers related to this"  
**sportscotland** staff member

"We have used these documents when carrying out research to a specific piece of work around workforce development", Community Sports Hub staff member

“Food for thought - probably no direct interventions coming as a result but reading to increase awareness and to factor into future plans”,  
Community Sports Hub staff member

A number of points were also made about the sources of data and evidence from other local and national partners. The most prominently cited example here was from the Active School contributors who used Local Authority data and sources, such as the SEEMIS data<sup>35</sup>. Staff tended to use these to inform and target interventions for children and young people in education. Some responses included:

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“**sportscotland** documents and information shared in our local authority”, Active Schools staff member

“Previous equalities reports, national and locally collected equalities data - MySport and Seemis”, Active Schools staff member

“East Lothian Equality Charter”, Active Schools staff member

The use of Local Authority data was noted by another respondent who signalled a problematic trend in the over reliance on the data:

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“**sportscotland** highlight equalities and inclusion as a priority for Active Schools yet this area of work at times require greater input/time by staff and for lower numbers yet sportscotland still expect LA's to maintain participation levels. Less focus on quantitative targets and greater emphasis on qualitative and impact”, Local Authority staff member

An interconnected theme here is the overriding need to find the routes to impact and deliver change. By engaging with clubs, governing bodies and the governance network of sport in new ways this may allow equality to be better acted upon; without the over reliance on other partners and lingering metrics of participation levels. This data led to further exploration into the differences between the environments, as discussed below.

## Differences in Environments

An emerging finding is the potential for organisations and individuals to interpret inclusion at **sportscotland** through different strands of work or frameworks. This can be influenced by the environment staff work in (schools and communities; performance sport; clubs and communities).

From the 2016 research, a total of two thirds of survey respondents (66%) felt that the school environment took account of equality a lot or completely. In contrast to this, 47% of respondents felt that the high-performance environment took account of equality a lot or

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<sup>35</sup> SEEMIS is an education management systems provider. For further information, see: [Home - SEEMIS Group LLP](#)

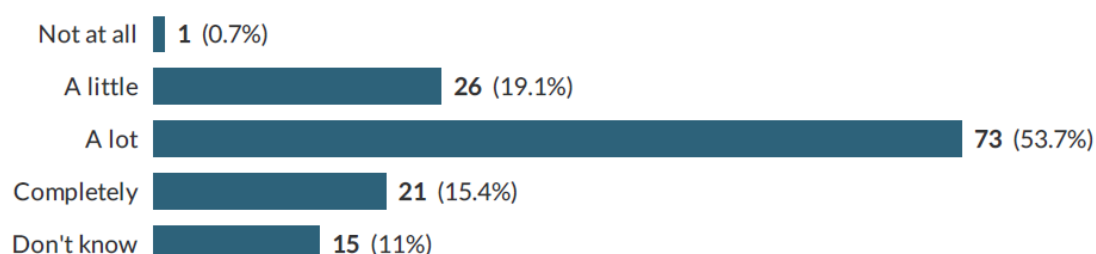
completely. Finally, responses in relation to the club environment saw the lowest proportion at 40% that felt that the club environment took account of equality a lot or completely.

In the 2020 survey, in the survey we asked “overall, how do you feel environments within the sporting system take account of equality?” The following responses were collected:

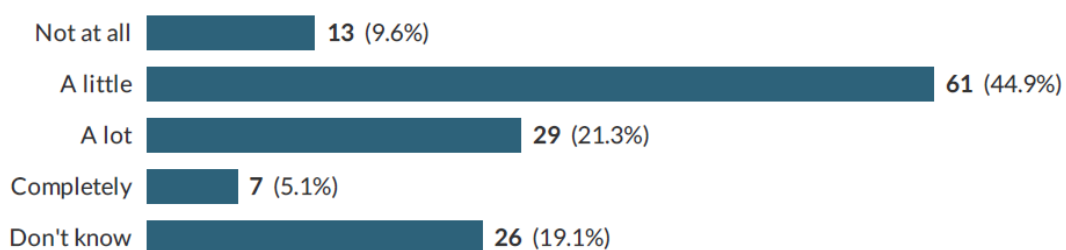
#### Clubs and communities:



#### Schools and education:



#### Performance sport:



In relation to performance sport where people felt the least amount of attention is paid to equality, there was a sense that equality had not been integrated with the focus on ability:

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“Performance sport is more based on ability than equality, but that is not to say that everyone shouldn’t get equal opportunities and the programme still needs to be mindful of equality issues”, Scottish Governing Body staff member

An insightful statement was made by a **sportscotland** employee reflecting on pockets of activity and the project management led approach, with a ‘paperwork led’ focus. This person



goes on to state that non-sporting organisations are the best place to start, and those located ‘within’ a community:

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“Some great work is being done (e.g Netball Scotland Walking Netball engaging older people, Paths for All working with care homes, Cricket Scotland working with BME audiences on targeted local areas), but this tends to be isolated pockets of work, as opposed to embedded within our work holistically.

A change in focus towards outcomes and experiences is required to fully change culture and ways of working. Where inclusion works best in the sector is where partners understand community need and deliver based on that.

Partners that engage with non-sporting organisations to listen to non-participants appear to succeed best in equality work”, **sportscotland** staff member

There are three clear themes - there is much good practice, but it is still too often in isolated pockets, a change to outcomes and impact is needed and there is real value in greater collaboration.

The ‘Sport for Change’ and the Changing Lives through Sport and Physical Activity fund and approach was frequently discussed:

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“Certainly, influences my work [ref: Sport for Life], but not directly. The clubs and communities framework, help for clubs’ resources, and specific club networking opportunities does frequently influence my mindset and work”, Community Sport Hub and Leisure Trust staff member

“My knowledge comes from past experience and training as well as being a Changing Lives Through Sport Champion where I learned a whole lot more”, Leisure Trust/Local Authority staff member

“Yes - It's release validated a change in work focus over the past few years. Sport for Life also gives the foundation for conversations with clubs on the changing landscape in Scottish sport. It is a great reference point when speaking with clubs about the Changing Lives Approach”, Community Sport Hub staff member

“Hugely. The strategy, alongside the Changing Lives programme, has been fully adopted by our service and now shaped the planning and delivery of all our programmes. The main aim being to increase the inclusivity of sport and PA. We use local data to have discussions with key partners within education and beyond to target under-represented groups by looking to overcome barriers and maximise the wider outcomes/benefits to be gained from sport and PA”, Active Schools staff member

“I have become a Changing Lives through Sport Champion which will be influencing the new strategy”, Scottish Governing Body of Sport staff member

Research commissioned by The Robertson Trust, Scottish Government, **sportscotland** and the Sport for Change Network Scotland, aligned ‘sport for inclusion’ to the specific aim of ‘using physical activity and sport intentionally to bring about positive social benefits for individuals and communities, to address specific needs.’<sup>36</sup> These objectives are based on ‘A fairer Scotland’ and three actions around:

- People, including those who may not traditionally participate, do not experience barriers to accessing sport or physical activity;
- Inequalities in society are reduced;
- Relationships between people with different characteristics improve.

Although not dissimilar from the Sport for Life and **sportscotland**’s equality outcomes, the language, approach and measures do not explicitly align to **sportscotland**’s strategy around equality and inclusion. This is causing blurring of understanding as noted by the respondents quotes above there is a conflating between Sport for Life and the Changing Lives approach. A further respondent noted:

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“The biggest influencer is Changing Lives - excellent programme that makes participants think and reflect on issues some may not have previously considered. However most Changing Lives Champions are already open to new ideas - the challenge is to work with the clubs and organisations who still struggle to 'see' inequality”, Local authority staff member

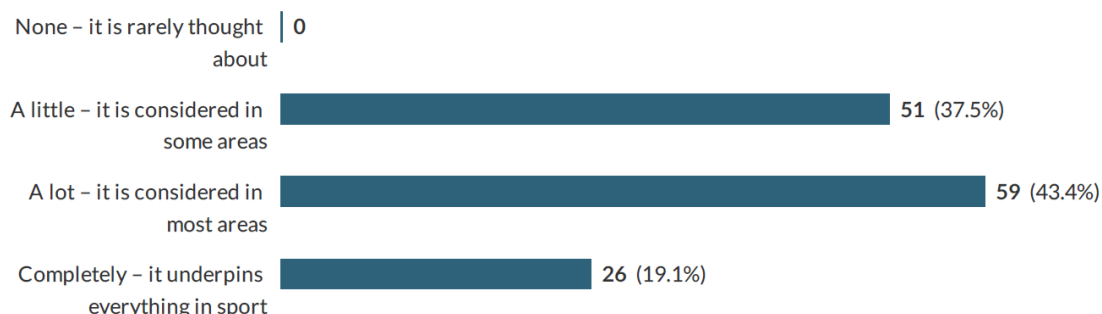
This goes someway to understanding why individuals and organisations who are translating both the Sport for Life ‘inclusion’ objective alongside the ‘Sport for Change’ approach and objectives may need further clarification to how they are similar but distinct. Conversely, there is potential to grow understanding of the Sport for Life ‘inclusion’ objective and the ‘Sport for Change’ approach into the other environments, most notably performance sport where very few respondents had contributed to or knew of the work around Changing Lives.

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<sup>36</sup> Research Scotland (2017) Sport for Change Research [For: The Robertson Trust, Scottish Government, **sportscotland** and Sport for Change Network]. Available at: <https://sportscotland.org.uk/about-us/our-publications/archive/sport-for-change/>

## Practical Action

When asked “overall, what priority do you feel equality has within sport in Scotland” the following responses were gathered:



In the qualitative survey responses and interview conversations, some responses were given across agencies that indicate a view that equality should completely underpin everything in sport. This is promising – it demonstrates a high level of commitment to equality and there is no evidence of hostility toward equality issues being better integrated, at least in principle. Some responses included:

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“Equality should be a thread that runs through everything we deliver in sport, but too often it is a tokenistic approach that is not sustainable and so we end up back at square one after the project. Equality needs to be a way of working not a project or initiative”, Scottish Governing Body of Sport staff member

“Everyone is entitled to the same opportunities”, Scottish Governing Body of Sport staff member

“I believe that Scotland is a country where people value diversity and richness of our modern culture so most people just do the right thing, don’t discriminate and encourage equality”, Scottish Governing Body of Sport staff member

“Scotland and the UK’s ancient history is steeped in equality. Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents and sport is a great place for this to happen whilst also being a great vehicle to drive this agenda across wider society. Sport is a special environment where it has the power to make real and lasting change in the world”, Active Schools staff member

“It is critical to the outcomes we want to and can achieve through sport, but we are not yet maximising our focus to enable to do this more effectively”, **sportscotland** staff member

The final quote showcases a number of practical action issues, such as the demography of the workforce. Barriers appear to be practical rather than around the mindset of respondents and efforts to tackle these barriers should be developed with this in mind:

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“... I think that across those who work in sport there is a lack of understanding around some key groups - most staff are from white, middle class backgrounds and this comes across sometimes in our assumptions. We need to be careful that we are looking across all groups and helping people and not just doing what we always do”,  
**sportscotland** staff member

“I know from experience that there are people and sports who don't take account of people from these groups and although they may be 'welcoming' they don't go out of their way to even try to look at activities to encourage them to their sport or activity. The majority of activities are aimed at middle class, white people with a reasonable income. I wish it wasn't this way!”, Leisure Trust staff member

“I don't believe that equality underpins everything within the sport sector, although I do believe there is a desire to change. Support through supplementary investment and expert resource helps push the agenda”,  
**sportscotland** staff member

What is coming though is a sense that organisations are committed but impact is yet to permeate through. An awareness of equality is not enough – it needs to be prioritised more highly and more explicitly. A related concern is the extent to which evidence and resources are not being used and that people are relying on their instincts and personal experiences as well as relying on peer groups (though peer to peer learning can be a positive factor and is highlighted elsewhere in this report).

A **sportscotland** staff member stated:

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“It is not just a presence or awareness but a case of stated height or policy priority that equality needs. So, for example it might be 19% consider it ‘completely covered’ as a priority. But what if that perception does not acknowledge the depth of inequality in society (e.g. sexual orientation, gender reassignment, rural isolation, specific areas of disability)?”

A Local authority staff member stated:

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“I think we are starting to give this area more of a focus in the industry, but it feels like we are more towards the beginning of a long road. Most

clubs have the policies in place which would indicate that they are an inclusive and welcoming organisation, but in reality based on the make-up of their members and volunteers we know that many are not represented by those most marginalised in our society”

Policies can be in place but the ‘work’ to implement them still needs to be progressed further. As in other sectors, there is a need for **sportscotland** to shift to focus on the outcomes that really matter. For example, the health and social care system in Scotland has brought in an ‘empowering communities’ and ‘co-production’ aspect to project building.

There has been a growing commitment across the health and social care system to focus on the outcomes that matter to people. Within Scotland, the JIT’s [Joint Improvement Team] Talking Points programme (Joint Improvement Team, 2012) has been influential in supporting a shift in practice towards a personal outcomes approach. An approach which is based on outcomes does not mean no more counting and abandoning targets and tracking. It does mean shifting the focus of monitoring and evaluation to smarter and more meaningful measures that take full account of real life impact.

**“THE ACTIVE AND HEALTHY AGEING ACTION PLAN RESONATED WITH THIS PERSONAL OUTCOMES APPROACH AND WITH A STRONG FOCUS ON CO-PRODUCTION AND ASSETS OF INDIVIDUALS AND COMMUNITIES. THE DEVELOPMENT OF THE PLAN INVOLVED OLDER PEOPLE AS EQUAL PARTNERS AND LISTENED TO WITH WHAT MATTERS TO OLDER PEOPLE:**

**EMPOWERING COMMUNITIES AND CO-PRODUCTION PROJECTS ARE BUILDING RESILIENCE AND SELF RELIANCE IN COMMUNITIES, INCREASING PARTICIPATION IN VOLUNTEERING, GROWING COMMUNITY SUPPORT NETWORKS AND DEVELOPING SUSTAINED AND MEANINGFUL ENGAGEMENT WITH COMMUNITIES. THEY ARE EVIDENCING POSITIVE OUTCOMES FOR OUR LOCAL COMMUNITIES AND ARE VITAL TO THE DEVELOPMENT OF AN ASSET BASED COMMUNITY LED APPROACH WHICH SEEKS TO EMBED SERVICE USERS AND COMMUNITIES AS KEY PARTNERS IN PUBLIC SERVICES. THIS HAS SUPPORTED OUR SHIFT TO MORE PREVENTATIVE, ANTICIPATORY CARE AND PROACTIVE COMMUNITY INVOLVEMENT (PERTH AND KINROSS PARTNERSHIP).”<sup>37</sup>**

This example is supported by comments made in fieldwork for this project:

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“Though I feel that there is already some focus on equality internally, I don't think this results in tangible changes and impact. We need to do more to throw focus on this area internally and externally and provide our own staff and external partners with the skills, knowledge and mind set to change our ways of working to have inclusion as integral. Striking up new partnerships with non-sporting organisations that represented specific audiences and working with third sector support partners and local community organisations will be integral to this, but needs resourced”, Scottish Governing Body of Sport staff member

Whilst the above comments perhaps could be deemed strategic issues, other individuals fed back how they have implemented more micro-changes to daily practice around use of

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<sup>37</sup> Hendry (2017) Living well in later life in Scotland. Working with Older People. ISSN: 1366-3666

personal pronoun on emails, using equality as a 'standing item' on team meeting agendas and active promotion using social media as a matter of course. A more person centred approach to equality, with each individual being encouraged to take personal responsibility could drive major improvements.

A number of themes emerged in relation to "what is next" in relation to building on strategies and knowledge around equality and sport:

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"I think the benefit would be around understanding discrimination and inequality as inherent and structural rather than the number of people with a specific characteristic from a specific area. Tackling inherent inequalities, discrimination and unconscious bias is keen to inclusion",  
Specialist organisation staff member

"Workforce development is key, but this cannot be a one-off intervention that ticks a box. This needs to be driven by strategic plans and senior management teams, and they must buy in at that level for this to be meaningful and for any training to have impact. Involvement of audiences with 'lived experience' who can go with us on a journey of understanding and work with us to develop programmes is pivotal. Training should be developed with this in mind", **sportscotland** staff member

"Raising awareness of all minority groups, as one, would be the fairest next step, so that no one area is left out", Scottish Governing Body of Sport staff member

"Our strategy focuses on gender and disability. To consider more would stretch our resources and we would achieve less", Scottish Governing Body of Sport staff member

The quotes and findings here can be seen in other **sportscotland** commissioned reports. For example, in 2018 it was concluded and recommended that in relation to equalities and inclusion work:

- 
- There is no quick fix – addressing the issue of under-representation in sport (at all levels) and getting the inactive active cannot be addressed overnight. Short-term projects and investment streams are unlikely to be successful. It requires a longer-term strategic approach and resources (people and finance) to make a difference and create change;
  - Linking with, and drawing on, the expertise and networks of specialist third sector organisations (e.g. Stonewall Scotland, Scottish Women in Sport, LEAP Scotland, etc) and/or local community groups, has been key for SGB. This helped SGB to develop a better understanding of the barriers different target groups face; and

- There are improvements that could be made in terms of SGBs being able to evidence and demonstrate the impact of their equalities projects.<sup>38</sup>

In other areas of equality and sport, there is a shift away from purely quantifying and monitoring equality via numbers and participation rates. For example, recommendations are made in a Scottish Government publication to consider and embed a ‘life course approach’—such language as seen in the extracts below should be considered as alternatives to and complements for quantifying work around sport and equality. Impact measurement should evolve to capture these wider considerations. For example:

### **Life course approaches**

In research into older people in Scotland access to outdoor recreation a life course measurement approach was used to identify and analyse moments of change in participation in outdoor recreation throughout the life course, the Scottish Government research identified:

**“A LIFE HISTORY APPROACH WAS USED TO IDENTIFY KEY ‘MOMENTS OF CHANGE’ IN PEOPLE’S LIVES WHERE THE EXTENT OR FORM OF ENGAGEMENT WITH THE OUTDOORS HAD SHIFTED CONSIDERABLY, GIVING A USEFUL PERSPECTIVE ON HOW INTERVENTIONS MIGHT BEST BE TIMED DURING INDIVIDUAL’S LIFE COURSE. AMONG THE DIFFERENT KEY MOMENTS OF CHANGE IDENTIFIED, FOUR SEEMED TO BE MORE STRONGLY ASSOCIATED WITH CHANGES IN THE LEVEL OF PARTICIPATION IN OUTDOOR RECREATION: CHILDREN GROWING UP; RETIREMENT; THE ONSET OF HEALTH PROBLEMS; SPOUSES OR FRIENDS OR DOGS PASSING AWAY”.**<sup>39</sup>

### **Intersectionality approaches**

Intersectionality is another important concept. As quoted here from Dennehy:

**“SOCIAL CATEGORIES SUCH AS GENDER, CLASS, RACE AND ETHNICITY CAN CREATE OVERLAPPING AND INTERDEPENDENT SYSTEMS OF DISCRIMINATION OR DISADVANTAGE. THIS CONCEPT KNOWN AS INTERSECTIONALITY (CRENSHAW, 1991) MORE OFTEN BEGINS WITH GENDER AS THE CORE IDENTIFIER FROM WHICH AN INDIVIDUAL CAN LAYER OTHER SOCIAL ASPECTS OF THEIR IDENTITY. THE GROWING IMPLEMENTATION OF INTERSECTIONALITY AS A MEANS OF ACKNOWLEDGING THE DIFFERENCES BETWEEN PEOPLE AND AS A MORE SOPHISTICATED APPROACH TO DATA COLLECTION, ANALYSIS AND INTERVENTION HAS MUCH TO OFFER SPORT IN SCOTLAND.”**<sup>40</sup>

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<sup>38</sup> Available at: <https://sportscotland.org.uk/media/4284/evaluation-of-suppl-investment-full-report-august-2018.pdf>

<sup>39</sup> Available at: <https://www.gov.scot/publications/access-outdoor-recreation-older-people-scotland/>

<sup>40</sup> Dennehy, Jane (2020) Gender Diversity in Sport and its impact on governance infrastructure, practice and participation in Scotland. Observatory for Sport in Scotland. Available at: <https://www.oss.scot/wp-content/uploads/2020/06/Gender-Diversity-in-Sport-Paper-Jane-Dennehy-June-2020.pdf>

Disability is a good case study to consider on intersectionality and sport, particularly in relation to ethnicity as there are complex nuances in this area. To understand how people are identifying, we need to explore persistent patterns of inequality and how people have been made to feel 'othered' and different.

Even statistical categories on 'disability' are largely a collective case study for combining groups, offering complex differences and social identities as singular simplistic social groupings. To understand disability as a single case study is arguably the greatest distillation of the most complex aspects of sporting equality into a single unit of delivery and policy. This is highly problematic. Evidence from the Activity Alliance (2018) shows the diversity, intersectionality and categories of difference that exist within individuals of various sporting and physical abilities in multiple contexts of sporting communities.<sup>41</sup> These findings are significant and highly relevant, though it is worth acknowledging that in this case study on factors shaping lives; those with dwarfism and issues around ethnicity, race and sexuality were not explored.

Other case studies such as 'Get hooked on fishing' have looked at age, drug misuse and social class and deprivation amongst predominantly male audiences.<sup>42</sup> This programme, evaluated by Substance (2006) showed many complexities but also the importance of trying to tackle such intersections as opposed to branding a project as 'youth'. In fact, the multiple layers of identity are what make such schemes a success.<sup>43</sup> Likewise, making a workforce in Scotland aware of these identity dynamics is also fundamental to building routes to education around equality and diversity improvements.

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<sup>41</sup> Activity Alliance (2018) *The Activity Gap: Disabled people's fear of being active*, [http://www.activityalliance.org.uk/assets/000/002/433/Activity\\_Alliance\\_-\\_The\\_Activity\\_Trap\\_full\\_report\\_Accessible\\_PDF\\_FINAL\\_original.pdf?1538668349](http://www.activityalliance.org.uk/assets/000/002/433/Activity_Alliance_-_The_Activity_Trap_full_report_Accessible_PDF_FINAL_original.pdf?1538668349)

<sup>42</sup> Get Hooked on Fishing (2020) 'About Us' available at: <https://ghof.org.uk/latest-news/>

<sup>43</sup> Substance (2006) *Getting Hooked: Get Hooked on Fishing, Angling and Youth Inclusion*, Manchester: Substance.



## Learning and Knowledge Exchange

This subsection will consider learning and knowledge exchange around equality and sport with a particular focus on the development of learning notes.

As discussed above, a strength from the research is the foundation and growth of partnerships at a local and national level between sporting and non-sporting organisations. For example, those working in Scottish Governing Bodies frequently cited the Equality Standard for Sport and the work **sportscotland** does with Plan4Sport and other partners, such as LEAP Sport and Scottish Disability Sport to deliver training, resources and support. However, there is still a need for the different sporting environments (schools and communities; performance sport; clubs and communities) to establish more points of cross-over and new links.

A less positive trend in this research was a lack of awareness of the equality and sport research undertaken by **sportscotland**. The survey data here illustrates a trend that the workforce is not aware or do not know the value or relevance of existing **sportscotland** research on equality and sport.

- Equality and Sport Learning Notes (2016) – 64% had either seen but not accessed or not seen before;
- Equality and Sport Research Report (2016) – 61.7% had either seen but not accessed or not seen before.

In the fieldwork, reasons were given for why people do not access such resources, these included:

- A lack of **time** to keep up to date with latest sport and equality publications;
- A lack of **capacity**, 79% of people surveyed said equality did not feature directly in their job title or job description;
- Limited access, a reported challenge was around the **navigation** of the **sportscotland** website and channels of communication around equality and sport;
- A limited understanding of whether publications are **targeted or useful** for their role or not;
- A limited understanding of how the equality publications are the **connected** with targets, action plans or funding models.

Further exploration uncovered that the term equality did not feature prominently in the role title or remit of the Scottish sporting workforce that responded to the survey (79%). We know that many of the workforce do have equalities within their remit but there is there is a danger of creating an assumption around who has responsibility and confusion as to how realistically inclusion can be embedded in every role. These factors create points of contention and challenges as stated below by a number of respondents.

Some responses included:

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“I don’t think enough is being done to promote equality. Having 1 conference a year is not adequate to a changing environment. The individual governing bodies do nowhere near enough to promote equality, diversity, and inclusion. Sadly, it’s still very male, pale and very stale. The regional associations are riddled with institutional racism often favouring those from affluent backgrounds”, Scottish Governing Body of Sport staff member

A significant group of respondents saw delivery of inequality as challenging work that is needing “something new”. For example:

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“I think inclusion underpinning everything we do from a national perspective is a very promising and strong statement. I also feel that the provision of multiple Equality Training opportunities gives those in the sector enough opportunity to learn about equality. However, I feel there's a bit of work to be done in enabling people to learn how to genuinely embed equality and inclusion in their sports by way of sharing examples of programmes and interventions that others have implemented”, Scottish Governing Body of Sport staff member

Some responses specific to topic areas included:

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“I have attended a lot of training opportunities on inclusion topics and learn something new each time. I consider myself to be well educated in this area but can always learn more and do better. My weakest area of knowledge in relation to sport is probably religion and belief as this is limited to individuals and groups I have worked with and I'm aware that many simply avoid sport because of real or perceived barriers. For example, I coached an athlete unable to ever compete with her peers because competitions were always on a Sunday so forbidden to attend because of her parent's religious beliefs. How many people do are not involved in sport because of this or other belief based rules and how can we change the structure of sport to accommodate them?”, Community Sport Hub staff member

“Sport requires an expert and dedicated resources on race”, Local authority staff member

As discussed above, from fieldwork, the Sport and Equality Learning Notes published in 2016 were seen as useful sources of evidence and knowledge:

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“When looking for problem solutions, it was a good source to see what practical examples there were as guidance. Often guidance sent out on mass isn't great to help everything at once...but useful tool to drop in and out of when looking for ideas”, Active Schools staff member

However, there were strong responses around the need to improve the visibility, content and format. For example, respondents said:

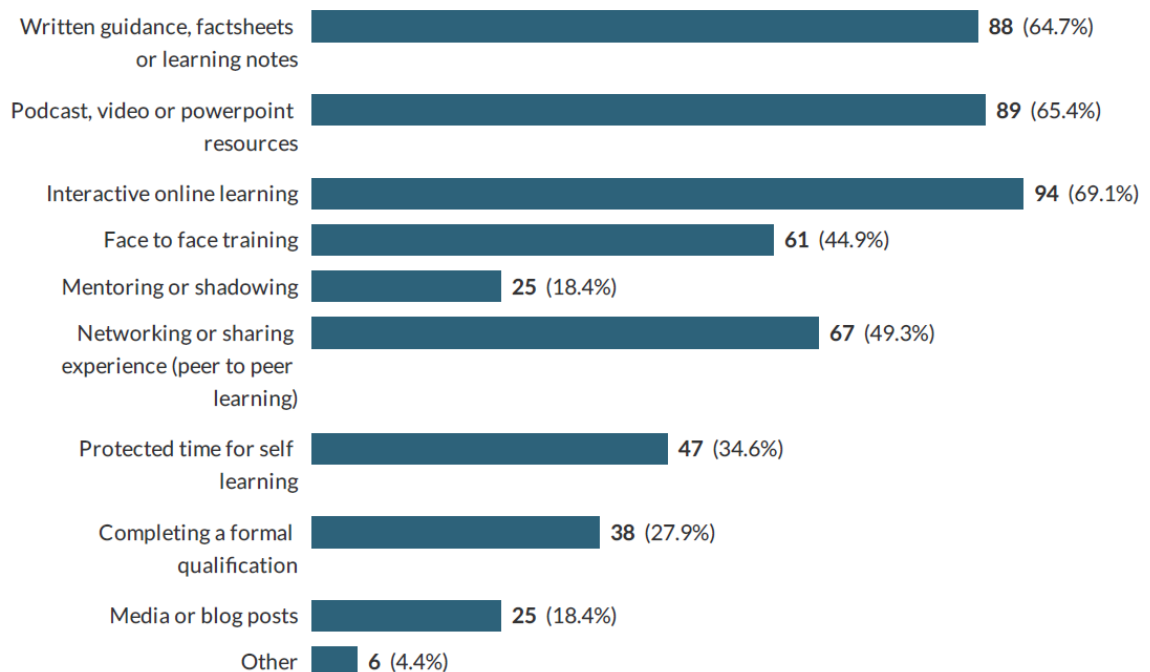
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“I think the way the guidance is provided is as important as the content, it needs to be more 21st century than what we have currently”,  
sportscotland staff member

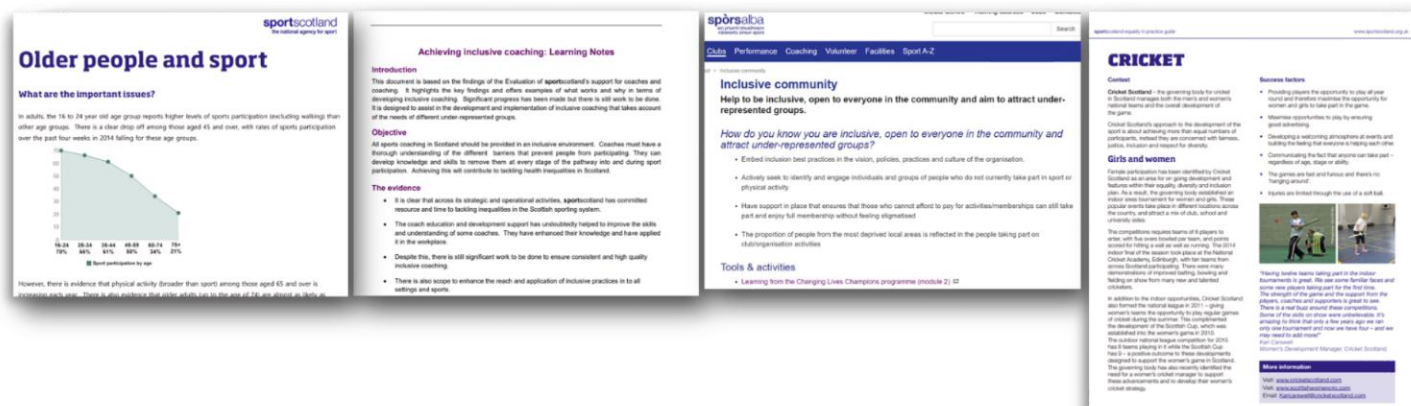
“It would be helpful to have more official national partners to sport for each area we can turn to for questions and support. For example, LeapSport have been a highly valuable organisation for me to link with in promoting their area of expertise across clubs and to further my understanding of the barriers that individuals might face or perceive in sports clubs”, Community Sports Hub staff member

“I find the equalities outcomes hard to use - not easy to align your work to these - feels more about connecting exiting work with the headings. Learning notes are good but so detailed - not the first point of call when you want to get the headline issues or facts”, Scottish Governing Body of Sport staff member

When asked “how would you most like to receive support around equality and sport?” survey respondents answered:



An exercise to gather more evidence and feedback to “identify practical recommendations to progress and help prioritise improvement in this area” was carried out through testing the learning notes for their uses, delivery and format. Examples of previous learning notes from **sportscotland** commissioned or driven projects were considered:



These included the previous Sport and Equality Learning Notes,<sup>44</sup> the Achieving Inclusive Coaching Learning Notes,<sup>45</sup> the Changing Lives Through Sport and Physical Activity tools and activities,<sup>46</sup> and the Equality in Practice Guide.<sup>47</sup>

Key **content** takeaways:

- Needs to be (where possible and appropriate) Scottish based and a clear rationale for the topic area;
- Needs to be dynamic with headline information, less theory and infographics unless they were made relevant and clear;
- Needs a clear purpose and target audience and if multiple topics, then the learning note or tool should have a consistent template;
- Needs to link to operational and strategic aspects of other **sportscotland** documents/language i.e. be relevant and understandable to the workforce and their everyday roles.

Key **layout** takeaways:

- Needs to have less text and no extended blocks of text;
- Needs to embrace and showcase the use of universal design principles;

<sup>44</sup> Research Scotland (2016) Equality and Sport – Learning Notes. Available via: <https://sportscotland.org.uk/>

<sup>45</sup> Ekosgen (201) Achieving Inclusive Coaching - Learning Notes. Available via: <https://sportscotland.org.uk/>

<sup>46</sup> **sportscotland** (last updated March 2020) Inclusive Community. Available via: <https://sportscotland.org.uk/clubs/help-for-clubs/organised/inclusive-community/>

<sup>47</sup> Plan4Sport and **sportscotland** (2015) Equality in Practice Guide. Available via: <https://sportscotland.org.uk/>

- Should include more reflection and ways to empower the workforce not prescribe 'fix-all' solutions;
- Should include more local/on the ground practices, i.e. go beyond national perspectives.

### Key topic and purpose takeaways:

- Recognise the difficulty of producing specific practical recommendations as the topics connected to equality and sport are complex;
- It is important not to be directive or homogenise groups or topics;
- It is important to recognise that the level of understanding differs between workforce members. The support must meet the needs of a range of experience, knowledge and understanding;
- It is important that best develop guidance can resonate with most people, i.e. create impact regardless of the level of understanding or expertise;
- It is important for **sportscotland** to further think through its role/responsibility and position the purpose of a learning note more clearly.

### A proposed mock-up of preferred layout shared with **sportscotland**:

## 8. MENTAL HEALTH AND SPORT


Equality and Sport Research 2020  
Learning Note Series: 012

**Purpose of this learning note:**

- Provide context and evidence for this topic in the sporting workforce
- Explore examples and views on how the sporting workforce embeds this topic into their work
- Offer practical and reflective guidance on this topic, including where to go for more information


**Scottish Context and Evidence:**

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**Scottish Sporting Context and Evidence:**

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**"OUR COMMITMENT TO INCLUSION UNDERPINS EVERYTHING WE DO"**

Sport for Life

**Sources:**

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## 8. MENTAL HEALTH AND SPORT

Equality and Sport Research 2020  
Learning Note Series: 012

**2020 Workforce Survey Responses:**

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**Snapshot Examples :**

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**Snapshot Viewpoint:**

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**Methodology:**

Integrative review of literature and evidence, sporting workforce survey, sporting network interviews, learning note development

## 8. MENTAL HEALTH AND SPORT

Equality and Sport Research 2020  
Learning Note Series: 012


**Reflective Guidance and Practical Guidance:**

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**Where to go from here?**

Sportscotland Champion organisations

Scottish Government Back to your community



A Workforce development and experience of equality and inclusion is influenced by a variety of systems. It is complex and this guidance is a point on the journey to summarise these considerations in the hope of embedding inclusion into all aspects of people's work.

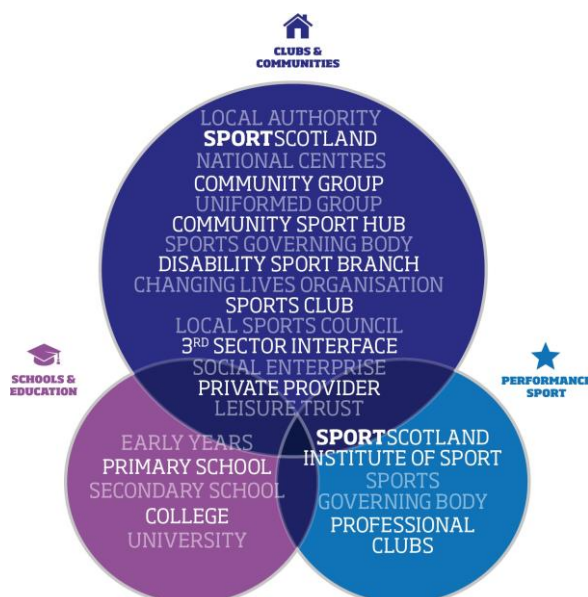
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Practical recommendations to progress and help prioritise the engagement and impact of learning note content are as follows:

1. Inclusion of 'Scottish Context and Evidence' section to provide context and rationale for each topic;
2. Clear text on the purpose of the learning note (to be included consistently across content and dissemination);
3. A consistent template for each learning note;
4. Inclusion of 'Scottish Sport Context and Evidence' with the use of logos, the Sport for Life inclusion slogan and the visualisation of the Scottish map. Existing diagrams from previous research and **sportscotland** programmes would be useful, for example the Clubs and Communities environment diagram<sup>48</sup> (below);



5. Inclusion of 'Reflective Guidance' as well as 'Practical Guidance' and examples into each learning note;
6. To promote existing **sportscotland** tools and other organisations, e.g. the inclusion continuum; promote Scottish examples where possible;
7. To encourage personal reflection to allow the reader to apply the learning note content into their own 'systems' with both practical and reflective guidance, for example:

<sup>48</sup> Clubs and Communities environments diagram. Available at: <https://sportscotland.org.uk/clubs/clubs-and-communities-framework/>



*The following points should be considered regularly, especially when you are appraising your work and thinking about operational or strategic change in your role or organisation:*

Practical guidance:

**Individual: Continuing professional development opportunities are available on this topic.** *Link to a bespoke **sportscotland** email on inclusion to request options on CPD.*

**Interpersonal: Consider connections with your colleagues, team and connecting organisations, is there a champion or expert on this topic?** *Here is an activity to do in a meeting to find out. Link to **sportscotland** Inclusion Continuum activity*

**Organisational: Does your organisation feature this topic in an Equality, Diversity or Inclusion Action Plan?** *Link to a bespoke **sportscotland** email on inclusion to request more practical guidance to how to put this topic in an Action Plan.*

**Societal: What monitoring and evaluation measures are in place to measure the impact or understanding of this topic?** *Links to Leapfrog<sup>49</sup> 'tools and toolboxes' for creative and engaging consultation; Evaluation Support Scotland<sup>50</sup> for free to use impact tools; Scottish Government Equality Evidence Finder<sup>51</sup>.*

Reflective guidance:

- What are your perceptions of people connected to this topic? Does this intersect with another topic/characteristic? (may need to define 'intersect'?)
- What is your biggest source of knowledge on this topic?
- How can you translate features on this topic into your organisation or the community you work in?

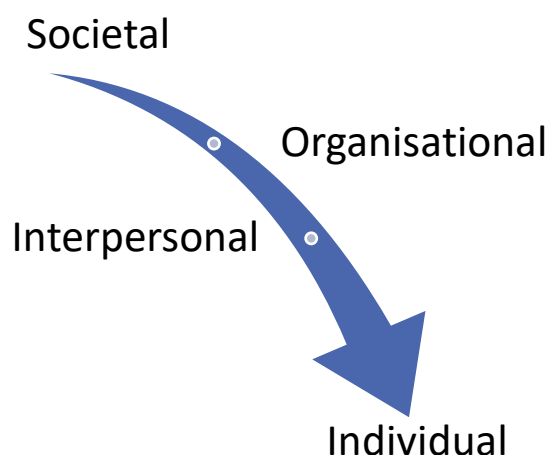
**8.** Include visualised 'systems' into a diagram (see below) to further clarify (NB map of Scotland used here is neither to scale nor complete, it is a cropped version for testing purposes);

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<sup>49</sup> Leapfrog resources free to access: <http://leapfrog.tools/>

<sup>50</sup> Evaluation Support Scotland free to access: <https://evaluationsupportscotland.org.uk/>

<sup>51</sup> Scottish Government Equality Evidence Finder free to access: [www.equalityevidence.scot](http://www.equalityevidence.scot)



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*Workforce development and experience of equality is influenced by a variety of systems.*

*Equality is complex. This guidance is a point on the journey to illuminate these complexities in the hope of embedding inclusion into all aspects of people's work.*

Finally, during the fieldwork and testing, people were very impressed and pleased that **sportscotland** had consulted about the learning note use, delivery and format. It was emphasised that this must happen consistently to ensure that the content is high quality and the impact is far reaching.

**9.** A strong recommendation for **sportscotland** is to further test equality and sport learning note content prior to and after launch. This should include a broad range of stakeholders and partners who engage in equality and diversity across the Scottish sporting system.

Further discussion and testing needed around the following points:

- **Communication and dissemination** of learning notes to the sporting workforce, beyond the launch of the research – how can the sporting workforce be reminded or informed about the learning notes in a clear and consistent way? i.e. increase visibility in the long term;
- **Navigation** of the **sportscotland** website, beyond agreeing the content and layout of the learning notes – further testing and thought needs to be considered to the placement of the learning notes on the **sportscotland** website as many interviewees shared that they look at their environment specific **sportscotland** pages; look at updates via social media; or look at updates via Actify. i.e. consider and further test



the visibility of the current **sportscotland** 'Inclusion' pages – should they be under the 'About us' column on the website?

- **'Where to go from here'** section of each learning note should have other organisations beyond **sportscotland** and the Scottish Government, further testing and discussion needs to happen to what organisations are appropriate and gaining their consent, e.g. Scottish disability sport, Scottish Women in Sport, LEAP sport, Plan4Sport.

This links to and builds on previous recommendations, for better engagement with the expertise and networks of specialist third sector organisations (e.g. Scottish Disability Sport, Plan4Sport, Scottish Women in Sport, LEAP Scotland, etc), local community groups, and Higher Education Institutions (e.g. Observatory for Sport in Scotland).

The suggestions and recommendations made here support recent and ongoing evaluations and surveys by and for **sportscotland**. For example, an evaluation of **sportscotland**'s support for coaches and coaching who in relation to resources recommended that for work around equality:

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“Use available resources effectively

A strategic and joined up approach that harnesses all available resources and interventions is effectively placed in tackling inequalities in sport participation. This multi-agency approach will ensure consistent messaging and approaches and will help to maximise the impact of the work of each partner.

Make equalities a cross-cutting theme

Embedding inclusion of under-represented groups and people with protected characteristics across all coach development content, design and delivery provides coaches with greater inclusion skills and knowledge. It demonstrates the importance of equalities, reinforces the messages and ensures that equalities is built in at every stage and level of coaching planning and delivery”<sup>52</sup>

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<sup>52</sup> Ekosgen (201) Achieving Inclusive Coaching - Learning Notes. Available via:  
[https://sportscotland.org.uk/media/3441/coach-wider-evaluation-equalities-learning-note\\_final.pdf](https://sportscotland.org.uk/media/3441/coach-wider-evaluation-equalities-learning-note_final.pdf)

### 3. Evidence Resources

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This chapter is based on the integrated review, a more detailed overview of the methodology is included at Appendix One. An integrated review is a type of evidence review. A general point about evidence will be made in each section and then each of the topics<sup>53</sup> will be presented.

The findings provide an overview of evidence and literature around twelve topics connected to equality and sport in Scotland, using qualitative and quantitative data sources. It draws on published research and evaluation, as well as national statistics produced or promoted by **sportscotland**, the Scottish Government and the UK Government.

#### National monitoring and resources

For this integrated review, the main data sources<sup>54</sup> were:

- Active Scotland Outcomes Framework Indicators (ASOF);
- Scottish Health Survey (SHeS);
- Scottish Household Survey (SHS);
- Scottish Social attitudes (SSA);
- Equality Evidence Finder (EEF);
- Scottish Public Health Observatory (SPHS);
- 2011 Scotland Census (preparations for 2022 Scotland Census);
- **sportscotland**'s contribution to the Active Scotland Outcomes Framework: Scotland Schools Survey and Club Members Survey (2018 and 2019);
- **sportscotland**'s coaching in Scotland evaluation and research (2017 and 2018);
- Evaluation of **sportscotland** supported activities, e.g. clubs and communities (2018), women and girls fund (2020);
- Other monitoring and evaluation documents produced or commissioned by **sportscotland**, such as, and inclusion and equality reporting e.g. the **sportscotland** equality mainstreaming and outcomes progress report (2019);
- Publications by **sportscotland** key partners organisations;
- Publications by non-sport and non-government Scottish organisations;
- Publications by the Scottish Government;
- Literature and evidence from UK wide studies or organisations;
- Literature and evidence from academic sources.

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<sup>53</sup> Topics: Age, Care experienced young people, Deafness, Disability, Ethnicity, Gender, Gender reassignment, Mental health, Poverty and low income, Religion and belief, Rural exclusion, and Sexual orientation.

<sup>54</sup> Scottish Government based data and graphs are from the Scottish Government 'shinyapps' - <https://scotland.shinyapps.io/sg-active-scotland-outcomes-framework-indicators/> and <https://scotland.shinyapps.io/sg-scottish-household-survey-data-explorer/>

A general point prior to accessing and presenting evidence for each of the topics is around national monitoring and resources. As listed above, there are numerous sources of equality and sport in Scotland. In relation to national statistics, Rowe in 2019 stated:

**“THERE ARE STRENGTHS TO THE EXISTING STATISTICAL SOURCES, WHICH SHOULD BE RECOGNISED:**

- **THE HIGH QUALITY OF THE TWO MAJOR NATIONAL SURVEYS SCOTTISH HOUSEHOLD SURVEY AND SCOTTISH HEALTH SURVEY. THEY ARE BOTH RUN BY THE SCOTTISH GOVERNMENT AND MEET THE HIGHEST STANDARDS REQUIRED OF A NATIONAL STATISTIC BOTH IN THEIR PRODUCTION AND THEIR REPORTING;**
- **THE CONTINUITY OF THE DATA. MEASURES ON SPORT AND PHYSICAL ACTIVITY HAVE BEEN ASKED CONSISTENTLY EVERY YEAR SINCE 2007/8 AND FOR BOTH SURVEYS, QUESTIONS WERE ASKED AT DIFFERENT INTERVALS GOING BACK TO 1998;**
- **THE LARGE NUMBER OF DEMOGRAPHIC QUESTIONS THAT SUPPORT IMPROVED UNDERSTANDING OF DISTRIBUTIONAL ISSUES RELATED TO FOR EXAMPLE SOCIAL CLASS, ETHNICITY, DISABILITY, EDUCATIONAL QUALIFICATIONS AND INCOME, OTHER SOCIAL MEASURES AND HEALTH STATUS;**
- **RECENT (2016 AND 2017) SCOTTISH HEALTH SURVEY QUESTIONNAIRES HAVE INCLUDED QUESTIONS ON THE REASONS (MOTIVATIONS) FOR DOING SPORT; THE REASONS 'WHY YOU HAVEN'T DONE ANY/MORE SPORT' (I.E. THE BARRIERS AND CONSTRAINTS AND THE PLACES WHERE SPORT AND PHYSICAL ACTIVITY HAVE TAKEN PLACE). THIS APPEARS TO BE AN UNDER ANALYSED AND UTILISED RESOURCE.”<sup>55</sup>**

For this evidence review we have included references to the existing data sources and made a note where aspects of equality specific demographic data either does not yet exist, or exists but are inconsistently monitored.

In relation to specific equality monitoring, the 2015 and 2016 research discussed the importance of equality monitoring but noted the challenges around individuals not wanting to share data, organisations not wanting to or not appropriately gathering data and the difficulty in collating and analysing data around equality monitoring and sport. These challenges remain. We suggest using a combination of the 2016 ‘Appendix Three: Equality Monitoring’ advice and recommendations, as they are still up to date and useful.<sup>56</sup> Plus, consider the research and preparations for the 2022 Scottish Census as the consultation around topics and question development is extensive.<sup>57</sup>

In June 2020, the Census (Scotland) Regulations came into force, this includes the final question set and will have a significant impact on the framing of equalities monitoring and

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<sup>55</sup> Rowe (2019) Sports Participation in Scotland: Trends and Future Prospects. Available via the Observatory for Sport in Scotland website

<sup>56</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

<sup>57</sup> Scotland Census (2018) Question Development. Available at: <https://www.scotlandscensus.gov.uk/question-development>

data comparison for the next decade.<sup>58</sup> To offset challenges around equality monitoring and sport it is advised organisations use the Scotland Census question set as a benchmark for questions and topics. For example, Question 4 directly asks (for the first time in Scottish Census history) if someone consider themselves to be trans, or have a trans history; Question 15 directly asks if a person can use British Sign Language; Question 18 asks about health and disability in a very specific manner. The full Question Set is available publicly and referenced in a footnote.

A final point around under-analysed and under-utilised resources and data relates to existing **sportscotland** evaluations and publications about programmes and environments. For example, the 2018 Evaluation of Supplementary Investment into Scottish Governing Bodies of Sport has a number of pieces of evidence, findings and recommendations based on equalities and inclusion. See the screengrab of table 7.1 for an extract around success factors for providing services for a range of target groups. Where appropriate, extracts have been used from existing **sportscotland** sources to collate and showcase practical examples and recommendations for each of the twelve topics below.

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<sup>58</sup> Scotland's Census (2020) 2022 Question Set. Available at: <https://www.scotlandscensus.gov.uk/2022-question-set>

**Table 7.1: success factors for target groups**

Success factors	
Women and girls	<ul style="list-style-type: none"> <li>• Emphasise the social aspect</li> <li>• Offer some single sex opportunities</li> <li>• Add fun, fitness and social opportunities</li> <li>• Use of role models</li> </ul>
Young people	<ul style="list-style-type: none"> <li>• Emphasise the social aspect</li> <li>• Add fun, fitness and social opportunities</li> <li>• Familiar faces and places</li> <li>• Less structured activities</li> <li>• Use of youth work expertise</li> <li>• Support and encouragement to lead</li> </ul>
Inactive	<ul style="list-style-type: none"> <li>• Emphasise the social aspect</li> <li>• Add fun, fitness and social opportunities</li> <li>• Less structured activities</li> <li>• Non-competitive element is important</li> </ul>
Disabled people	<ul style="list-style-type: none"> <li>• Train and educated those working in the sport</li> <li>• Showcase good work</li> <li>• Welcoming and inclusive settings</li> <li>• Peer support for parents/guardians and carers</li> </ul>
Older people	<ul style="list-style-type: none"> <li>• Emphasise the social aspect</li> <li>• Add fun, fitness and social opportunities</li> </ul>
BME	<ul style="list-style-type: none"> <li>• Work with trusted partner organisations</li> <li>• Use of role models</li> <li>• Think about the timing of sessions</li> </ul>
LGBTI	<ul style="list-style-type: none"> <li>• Showcase good work</li> <li>• Work with trusted partner organisations</li> </ul>
Deprived areas	<ul style="list-style-type: none"> <li>• Familiar faces and places</li> <li>• Less structured activities</li> <li>• Use of youth work expertise</li> <li>• Build relationships with larger companies as part of Corporate Social Responsibility agenda</li> </ul>

*Screengrab from the 2018 Evaluation of Supplementary Investment into Scottish Governing Bodies of Sport<sup>59</sup>*

<sup>59</sup> EKOS (2018) Evaluation of Supplementary Investment for Scottish Governing Bodies of Sport. Available via: <https://sportscotland.org.uk/>

## Purpose and layout of the topics

This review is to act as an update on evidence resources, it captures a number of the rich and valuable sources within and beyond the sport sector but this is an update and complementary to other work. A review of this nature can never provide all the answers.

A summary of topics is in this project's Key Findings document and a full set of resources have been input into Excel database of existing research around sport and equality (**sportscotland** have copies of these to distribute). Where particularly useful evidence has been identified, this will be published through new learning note content.

This review references sport and physical activity in line with the Active Scotland Outcomes Framework. Contributions to the Active Scotland Outcomes Framework are reported on extensively by **sportscotland**.<sup>60</sup>

The following section covers each of the twelve topics addressed in this report in turn. There is a short summary of each of the key topics under each heading. Where possible, we have based these findings primarily on Scottish data and practical recommendations. Where this is not possible, we have drawn upon wider data (where available).

A series of case studies are featured which highlight work in partnership with **sportscotland** and more widely. **sportscotland** works in partnership with a diverse set of commercial, third sector and public sector organisations to invest in, support and promote work around older adults, for example the Changing Lives Fund.<sup>61</sup>

There has been significant legislative and policy activity across all of these areas. This shows a real commitment to promoting equality in Scotland and Scottish sport. However, interpreting and getting to grips with these myriad documents – and attempting to make links between them – is problematic. Consequently, this should be used as a guide as much as a review.

Layout of the topics:

- Overview of the topic;
- Update on statistical evidence resources<sup>62</sup>;
- Developments in policy and legislation;
- Snapshots of published practice and literature;
- Useful links.

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<sup>60</sup> **sportscotland** (2020) sportscotland's contribution to the Active Scotland Outcomes Framework. Available at: <https://sportscotland.org.uk/about-us/our-publications/archive/asof-contribution/>

<sup>61</sup> The Changing Lives Fund is a partnership between the Scottish Government, sportscotland, the Robertson Trust and Spirit of 2012.

<sup>62</sup> NB all screengrabs and graphs in this chapter are attributed to other sources and were not constructed by this research team.

## 1. Age and Sport

### Overview of the topic

There have been significant changes in this area, particularly in recent years with declines in participation rates amongst young people. There is near universal achievement, however of targets in schools. There are a number of specific, targeted interventions designed to work with older people – there are many successes, but challenges around declines in participation with age persist.

The term and topic of age featured in the 2015 published quantitative analysis of Active Scotland Outcomes equality analysis<sup>63</sup> and the 2016 published qualitative research on equality and sport.<sup>64</sup> The following section builds on the published evidence and research contained in the 2015/16 documents.

Age refers to either a person that belongs to a particular age, such as 49-year olds, or a range of ages, such as 12 to 18-year olds or over 65s (Equality Act 2010).

### Update on statistical evidence resources

In relation to physical activity, sport and physical education provision, there are a range of national and local measurements. Key datasets including the Scottish Health Survey<sup>65</sup> and Scottish Household Survey<sup>66</sup> both consistently show lower rates of physical activity for over 65s, compared to other groups, as seen in screengrab example from the surveys below:

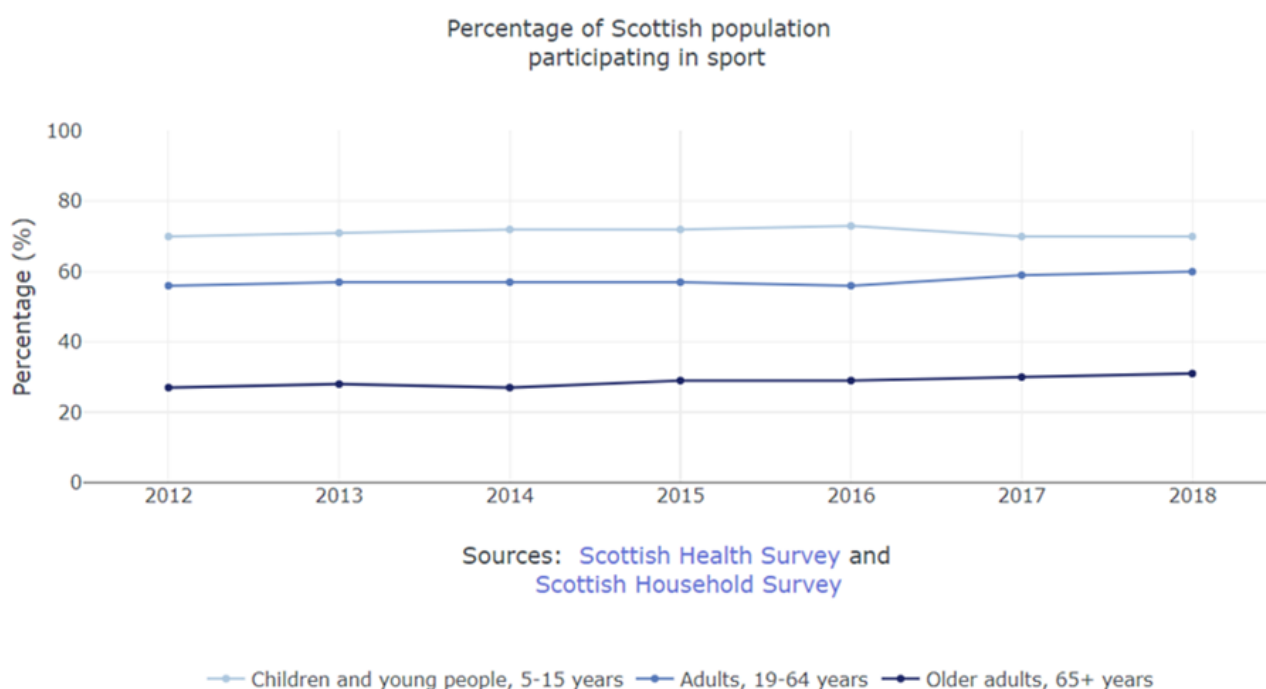
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<sup>63</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>64</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

<sup>65</sup> Scottish Government (2019) Scottish Health Survey. Available at: <https://www.gov.scot/collections/scottish-health-survey/>

<sup>66</sup> Scottish Government (2019) Scottish Household Survey. Available at: <https://www.gov.scot/collections/scottish-household-survey-publications/>



## Children and Young People

There have been some significant changes in participation rates, (see graph screengrab taken from the Scottish Health Survey)<sup>67</sup>:

- In 2019, just over two-thirds (69%) of children aged 2-15 were physically active at the recommended level (including activity at school);
- This was a significant decrease compared with Scottish Health Survey 2016 (76%) and the lowest in the time series with figures previously fluctuating between 70% and 76%;
- The decrease recorded in 2019 appears to be driven by activity levels among boys, for whom the proportion meeting the physical activity guidelines, including school-based activity, was 71% (79% in 2016). The decrease recorded for girls between 2016 and 2019 (72% and 68% respectively) was not significant.

In 2019, two-thirds of all children aged 2-15 had participated in any sport in the week prior to interview (66%). There were no significant variations by sex with similar proportions reported for boys (67%) and girls (66%). Levels of participation in sport remained very similar to those last reported in 2017 where 67% of all children, 67% of boys and 66% of girls had participated in any sport in the last week. Participation in sport varied by age in 2019 increasing from 52%

<sup>67</sup> Scottish Government (2019) Scottish Health Survey. Available at: <https://www.gov.scot/collections/scottish-health-survey/>



of those aged 2-4 to 71 - 78% of those aged 5-12 before decreasing to 60% among those aged 13-15. Similar patterns were recorded for both boys and girls.<sup>68</sup>

### Physical Education Provision

According to the School Healthy Living Survey 2020<sup>69</sup>, increasing the amount of Physical Education (PE) pupils receive in school has been a government priority for a number of years. Increased physical activity can have a positive impact on a pupil's health, educational attainment and life chances. In 2011, the Scottish Government made a commitment to ensure that by 2014, every pupil would benefit from at least two hours of Physical Education in primary school and two periods (100 minutes) in S1 to S4 per week. In order to monitor progress in meeting this commitment, questions on Physical Education provision in schools have been included in the Healthy Living Survey since 2012. The survey reported on here was conducted in the week beginning 17 February 2020.

In 2020:

- 99% of all primary and secondary schools combined (2,331 of 2,360) were meeting the target level of PE provision, the same as in 2019;
- Almost 100% of primary schools (1,995 of 2,003) were providing at least 120 minutes of PE to all pupils, the same as in 2019;
- 94% of secondary schools (336 of 357) were providing at least 100 minutes of PE to all pupils in S1 to S4, the same as in 2019;
- The data shows that provision is lowest (though still very high overall) at S4 (94%). Focusing on S1 to S3, 98% of secondary schools (351 of 357) were meeting the target, one percentage point down from 2019.

For schools which are not meeting the required amount of PE, the main reasons given are lack of facilities and problems with timetabling.<sup>70</sup>

There are key differences between primary and secondary aged pupils. In 2019, **sportscotland** continued a series of large-scale surveys to demonstrate progress against the six outcomes in the Active Scotland Outcomes Framework. The most recent results found:

- 39% of primary aged pupils (aged 8 to 11 years old) said that they would be less active without their Active Schools activity;

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<sup>68</sup> Scottish Government (2019) Scottish Health Survey. Available at: <https://www.gov.scot/collections/scottish-health-survey/>

<sup>69</sup> Scottish Government (2020) School Healthy Living Survey. Available at: <https://www.gov.scot/publications/school-healthy-living-survey-statistics-2020/pages/3/>

<sup>70</sup> PE data by Urban/Rural classification, size of school and local authority are available in the [supplementary tables](#), which also contain school level PE data. These are available via the Scottish Government website

- This compares to 53% of secondary aged pupils (aged 12 to 17 years old). Active Schools is providing a key source of activity for secondary school pupils.<sup>71</sup>

Over two-thirds (68%) of secondary school Active Schools participants in Scotland stated that they were achieving their goals in sport and physical activity. Secondary pupils were also given the opportunity to define what they want to achieve by taking part in sport in their own words. These responses were analysed for the most frequent themes. The most common reasons given were Fitness (24%), Wellbeing (21%) and Football (typically related to skills improvement) (7%).<sup>72</sup>

## Developments in policy and legislation

### Older adults

A Fairer Scotland for older people, published in 2019 by the Scottish Government states “we need to do more” to impact on all the key elements of older people’s lives. This connects to the Active Scotland Delivery Plan “and working in partnership with sports bodies to encourage participation in sport for older adults.”

This document particularly emphasised the need for joining up across systems with specific actions around sport and physical activity then connect back to the Scottish Government *Active Scotland Delivery Plan*:

Specific actions for older people include expanding the Care About Physical Activity Programme, programmes to enable older people to enjoy travelling more actively, supporting the Cycling Without Age project to expand across Scotland, and working in partnership with sports bodies to encourage participation in sport for older adults.<sup>73</sup>

### Children and Young People

“The Children and Young People’s (Scotland) Act 2014 established that children have the right to wellbeing and the definition of wellbeing includes a right to be active...to have opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community”.<sup>74</sup>

**Sportscotland** works with all 32 local authorities to invest in and support the Active Schools Network. Over 400 Active Schools managers and coordinators are dedicated to developing and supporting the delivery of quality sporting opportunities for children and young people

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<sup>71</sup> **sportscotland** (2020) ASOF key findings report scotland schools 2019-20. Available at: <https://sportscotland.org.uk/media/6129/asof-key-findings-report-scotland-schools-2019-20.pdf>

<sup>72</sup> **sportscotland** (2020) ASOF key findings report scotland schools 2019-20. Available at: <https://sportscotland.org.uk/media/6129/asof-key-findings-report-scotland-schools-2019-20.pdf>

<sup>73</sup> Scottish Government (2019) A Fairer Scotland for Older people: Framework for Action. Available at: <https://www.gov.scot/publications/fairer-scotland-older-people-framework-action/>

<sup>74</sup> Children and Young People’s (Scotland) Act 2014: <https://www.legislation.gov.uk/asp/2014/8/contents/enacted>

in Scotland. Active Schools opportunities to take part in sport and physical activity are offered before school, during lunchtime and after school.<sup>75</sup>

## Snapshots of published practice and literature

### Older adults

Rowe identified inequalities in sports participation based on age, stating:

“There is a clear relationship between increasing age and likelihood of dropping out from sport. Between the ages of 16-25 years and 46-55 years participation rates excluding walking drop from 69% to 51%.

Golf, bowls and dancing are examples of sports that have a more positive relationship with age. In the case of bowls participation peaks amongst those aged 60-74 years and 75 plus while golf participation peaks at 60-74 years.”<sup>76</sup>

In research conducted in 2016 by the Scottish Government<sup>77</sup> around outdoor recreation they found a series of barriers to participation. The following are relevant to other forms of physical activity and sporting environments:

- **Poor health and (im)mobility.** Many of the participants faced lifelong and/or temporary health conditions, often multiple conditions that limited their mobility and consequently their ability to participate in outdoor recreation;
- **Lack of or reduced social connections.** Many of the participants acknowledged preferring to go out with other people, particularly people they already know. Some participants had stopped, or reduced the frequency of, going into the outdoors because they had lost the companionship of someone to go with (especially losing a spouse and/or a friend). However, some participants also mentioned they preferred going into the outdoors alone or with people who are quiet;
- **Fragility and vulnerability.** Many of the participants were worried about going into the outdoors, especially if they were alone, mostly due to a fear of falling and compromising their future independence;
- **Lack of motivation and negative attitudes.** Some participants mentioned not being bothered to go out, but of these participants there were some who were encouraged to go out by other people (e.g. spouses). Others felt that it was important to be self-

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<sup>75</sup> sportscotland (2019-20) Schools Survey, for sportscotland’s contribution to the Active Scotland outcomes framework. Available at: <https://sportscotland.org.uk/about-us/our-publications/archive/asof-contribution/>

<sup>76</sup> Rowe (2019) Sports Participation in Scotland: Trends and Future Prospects. Available via the Observatory for Sport in Scotland website: <https://www.oss.scot/wp-content/uploads/2019/06/Final-Revised-participation-report-for-publication28-05-2019.pdf>

<sup>77</sup> Scottish Government (2016) Access to outdoor recreation by older people in Scotland. Available at: <https://www.gov.scot/publications/access-outdoor-recreation-older-people-scotland/>

motivated. Outdoor recreation may also be associated with being 'sporty', which may discourage some. Dogs may be an important motivation for some to get out more;

- **Time commitments.** Many participants described themselves as having busy lives which acted as a barrier for them to get into the outdoors. The other activities which often took precedence included organised social activities and clubs, volunteering and other community work, taking care of their home and garden, and caring responsibilities. This challenges the perception that time is not a barrier to older people's participation in outdoor recreation;
- **Safety.** The majority of participants mentioned not being scared of being in the outdoors. However, two types of safety fears were mentioned by participants: fear of being attacked by people and dogs, and fear of falling and no-one being able to help. Female participants seemed to face a greater barrier in terms of fear of being attacked than male participants;
- **Weather and season.** Bad weather generally appeared to put participants off wanting to go into the outdoors, especially because it was felt to aggravate particular health conditions;

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### EXAMPLE: Replay Sporting Memories

*The charity has been founded in Scotland to become the first of its kind dedicated to the development and use of sports reminiscences, inclusive physical activities and intergenerational activities to support isolated older people across the country.*

*The Replay Sporting Memories project takes place in in East Kilbride with Calderglen Sports Hub and with South Lanarkshire Leisure. Regular intergenerational inclusive physical activities will take place at the hubs, engaging with a number of sports clubs and re-engaging isolated older people, including those living with dementia with sports clubs in the community.<sup>78</sup>*

*Sporting Memories Clubs and 25 other Sporting Memories Groups, that bring together younger generations and isolated older people living with long-term conditions such as dementia through sporting reminiscence and physical activities, with the aim of improving mental and physical well-being, reducing loneliness, and connecting people with social and health networks in the wider community.*

*The Chief Operating Officer said “This is another exciting development in our aims to support older people across Scotland and to connect generations through the power of sport. It is crucial we enable more people to be physically active and involved in fun, stimulating interests that help create new friendships. We have seen life-changing moments at the groups, the buzz*

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<sup>78</sup> More information available at: <https://www.sportingmemoriesnetwork.com/changing-lives-in-scotland>

*in the room when we bring generations together is quite incredible. We are looking forward to engaging with more schools and youth organisations as we grow.”<sup>79</sup>*

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### **EXAMPLE: Walking Sports – focus on netball**

*According to Paths for All, walking sport makes for a slower version of the games you love – which is becoming increasingly popular across Scotland and beyond. They are designed to help people get fit or maintain an active lifestyle no matter what their age and fitness, as well as support people getting back into sport if they have given it up due to age or injury. The sports, including walking football<sup>80</sup>, walking netball or walking basketball, bring a range of physical health gains as well as mental health and social benefits. Making new friends and having a chat over a cup of tea after the game is all part of the experience.<sup>81</sup>*

*Walking netball is a great alternative for those who played the sport in school and those who never played at all. Sessions are open to all who would like to try. The programme was launched in 2017 at Aberdeen Sports Village and is now running across Scotland. Apart from the regular sessions at clubs and hubs, teams play friendly matches and socialise after the games. The national coordinator for Breathing Space, said: "All sport encourages people to be connected to others whilst enabling individuals to enjoy exercise that is beneficial to their mental health and wellbeing.*

*"The project will bring people of all ages, backgrounds and abilities together to enjoy a fun, interactive, physical activity session followed by a social get-together. Walking netball is an opportunity to build new friendships and relationships as well as improving participants' physical and mental health. We are delighted to continue working with our partners at Age Scotland and Breathing Space to extend the reach of this powerful programme.”<sup>82</sup>*

### **Early years, children and young people**

The consortium of organisations funded by the Erasmus+ programme iCoachKids<sup>83</sup> conducted an extensive literature search<sup>84</sup> to produce a guide for individuals and organisations, especially coaches, wishing to create a positive experience for children. The following ten points highlight areas where practitioners can strategically and operationally improve their engagement with children and young people.

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<sup>79</sup> More information available at: <https://www.sportingmemoriesnetwork.com/who-we-are-scotland>

<sup>80</sup> More information available at: <https://sportfirst.sportscotland.org.uk/articles/focus-on-walking-football/>

<sup>81</sup> More information available at: <https://www.pathsforall.org.uk/walking-sport>

<sup>82</sup> More information available at: <https://sportfirst.sportscotland.org.uk/articles/focus-on-walking-netball/>

<sup>83</sup> <https://www.icoachkids.eu/>

<sup>84</sup> icoachkids (2017) Coaching Children Literature Review. Available at: <https://www.icoachkids.eu/assets/files/icoachkids-literature-review-web-version-final-dec-2017.pdf>

1. **Be CHILD-CENTRED:** always have the best interest of children at heart and listen to them. It is about what children want and what they need, not about the adults!
2. **Be HOLISTIC:** develop children in your sessions as people first and foremost, not only as athletes. Aim to develop their psychosocial skills and capabilities not just their physical ones.
3. **Be INCLUSIVE:** cater for all levels of abilities and motivations. Coaching is far from a one-size-fits-all. Get to know the kids you coach and dare to coach them differently.
4. **Make It FUN and SAFE:** children want to have fun and to learn they need to feel safe. Build positive relationships and enjoyable and caring climates that allow them to thrive and that keep them coming back.
5. **Prioritise the LOVE for Sport Above LEARNING Sport:** a very small proportion of kids will become elite athletes, yet all of them have the potential to become healthy active adults. Creating that fantastic legacy is part of your job.
6. **Focus On FOUNDATIONAL Skills:** do not be overconcerned with the specific skills of your sport. At a younger age kids need to gain essential motor skills and learn the basics of how to play games using generic tactical principles to give yourself the best chance of success.
7. **Engage PARENTS Positively:** parents are not the enemy, but the biggest resource at your disposal. They want the best for their kids and so do you. Partnership is the key word. You will never know what parents can offer if you don't talk to them.
8. **Plan PROGRESSIVE Programmes:** we are taking kids on a learning journey. We have to have a good idea of the destination point and develop short, mid and long -term goals and plans that will help the kids get there. It's not peak-by-Saturday nor improvising a session 'of the cuff'. Failing to plan is planning to fail!
9. **Use different methods to enhance LEARNING:** learning is a complex process and it doesn't happen overnight. Different coaching and teaching strategies can serve different purposes at different stages of learning and development, complement each other, and help us achieve the desired results.
10. **Use COMPETITION in a developmental way:** there is nothing wrong with competition. When the format and the atmosphere around competition is built around the developmental stage of the kids and considerate of their needs, competition is an amazing motivator and a lot of fun. A win-at-all-cost mentality can really spoil the party though.<sup>85</sup>

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<sup>85</sup> More information available at: <https://www.icoachkids.eu/the-icoachkids-pledge-10-golden-rules-to-create-positive-sport-experiences-for-kids.html>

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### EXAMPLE: sportscotland – Let’s Give Sport Back to Girls

#### LISTEN

- *Delivering consultation sessions with the target group of girls, we listen, give girls a ‘Voice & Choice’ to shape their future experiences in sporting activities, for many girls, changing a negative experience into a positive one that they want to engage with.*

#### ACTION

- *Implement a strategic plan for inventions and initiatives to make sport and physical activities more attractive for girls to engage with;*
- *Address barriers and stigma: body image, physical body changes, lack of confidence & self-esteem, choice of activities, competitive sports, accessibility of activities & the desire for increased choice and availability for **Girls Only Sessions**.*

#### OUTCOMES

- *Girls who may not traditionally participate, are better able to take part in Sport and Physical Activities;*
- *Girls shape Sports and Physical Activities into a Positive Experience;*
- *Girls are more confident about trying new activities;*
- *Girls have increased levels of confidence and self-esteem;*
- *Girls value and feel more positive about their health and well being.<sup>86</sup>*

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### EXAMPLE: Youth Scotland – Young People’s Sport Panel and Toolkit

*The Young People’s Sport Panel provides a national platform to represent the voice of young people across Scotland. The role of the panel is to help influence and shape the future of sport in Scotland and to raise the profile of sport. The programme’s principle is that young people’s views are heard and valued, and they have the opportunity to influence decision making and drive change.<sup>87</sup>*

*“The national panel has directly influenced the formation of several similar groups in local authorities and governing bodies of sport. And we’re also heartened to know that many community sport hubs are engaging young people as leaders, deliverers and decision-makers.*

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<sup>86</sup> More information available at: <https://www.youthscotland.org.uk/programmes/lets-give-sport-back-to-girls/>

<sup>87</sup> More information available at: <https://sportscotland.org.uk/about-us/who-we-are/the-young-peoples-sport-panel/>

*We hope this toolkit will provide you with everything you need to inspire your own panel of young people – and help shape the Scottish sporting landscape of tomorrow.”*

*“Young people are the only ones with a true insight into what they want out of sport and how to make it more engaging. That’s why it’s so important to give them a voice and the chance to shape the future of sport, as they will be the ones to benefit from any actions.” 2018 Young People’s Sport Panel member.<sup>88</sup>*

*The toolkit includes a step by step guide from initial set-up to continued success and next steps to building a young people’s sport panel for any organisation or network across the Scottish sporting landscape.<sup>89</sup>*

### **Useful<sup>90</sup> links:**

- Equality and Sport research repository database
- Age UK - <https://www.ageuk.org.uk/scotland/>
- Healthy Ageing in Scotland - <https://www.ageuk.org.uk/scotland/>
- Saltire Awards - <https://saltireawards.scot/>
- NSPCC – Keep children safe in sport, Child Protection in Sport Unit - <https://thecpsu.org.uk/>
- Scotland Public Health Observatory – Older people, <https://www.scotpho.org.uk/population-groups/older-people/key-references-and-evidence/>

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<sup>88</sup> More information available at: <https://sportscotland.org.uk/media/4306/ypsp-toolkit-final.pdf>

<sup>89</sup> More information available at: <https://sportscotland.org.uk/about-us/who-we-are/the-young-peoples-sport-panel/toolkit-create-your-own-panel/>

<sup>90</sup> Note: any external links should be read alongside learning note content, which will be available via the **sportscotland** website.



## 2. Care experienced young people and sport

### Overview of the topic

This remains a relatively new area of formal responsibility for **sportscotland**. Evidence of strong work with care experienced young people across multiple individual projects was found, but co-ordinated national activity in this area remains limited.

The term and topic of care experienced young people was not explicitly featured in the 2015 published quantitative analysis of Active Scotland Outcomes equality analysis<sup>91</sup> or in the 2016 published qualitative research on equality and sport.<sup>92</sup> The following section establishes a review on the published evidence and research to date.

“Looked after children” or “Care experienced young people” (up to their 16th birthday) or “Care leavers” (on or after their 16th birthday) are those who are or have been looked after by their local authority, having been deprived of parental care for any reason, or otherwise on account of concerns as to their wellbeing.

### Update on statistical evidence resources

The Scottish Government publishes annual statistics and factsheets on children and young people, including data on looked after children, children on the child protection register and young people in secure accommodation. This is complemented by local authority level data and the ability to compare and benchmark statistics. As of 31 July 2019:

- 16,310 children in Scotland were looked after or on the children protection register;
- 32% of young people in secure care accommodation had at least one disability, defined as “a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”<sup>93</sup>.

The Scottish Government has publicly accessible annual data on looked after children by local authority (this includes data on other variables e.g. disability status).

The table below shows that:

- Over the last ten years, children have started episodes of care at younger ages;
- In 2009, 34% of children starting episodes of care were under five years of age. By 2019 this had risen to 38%, although this is a decline from a peak of 41% in 2014;

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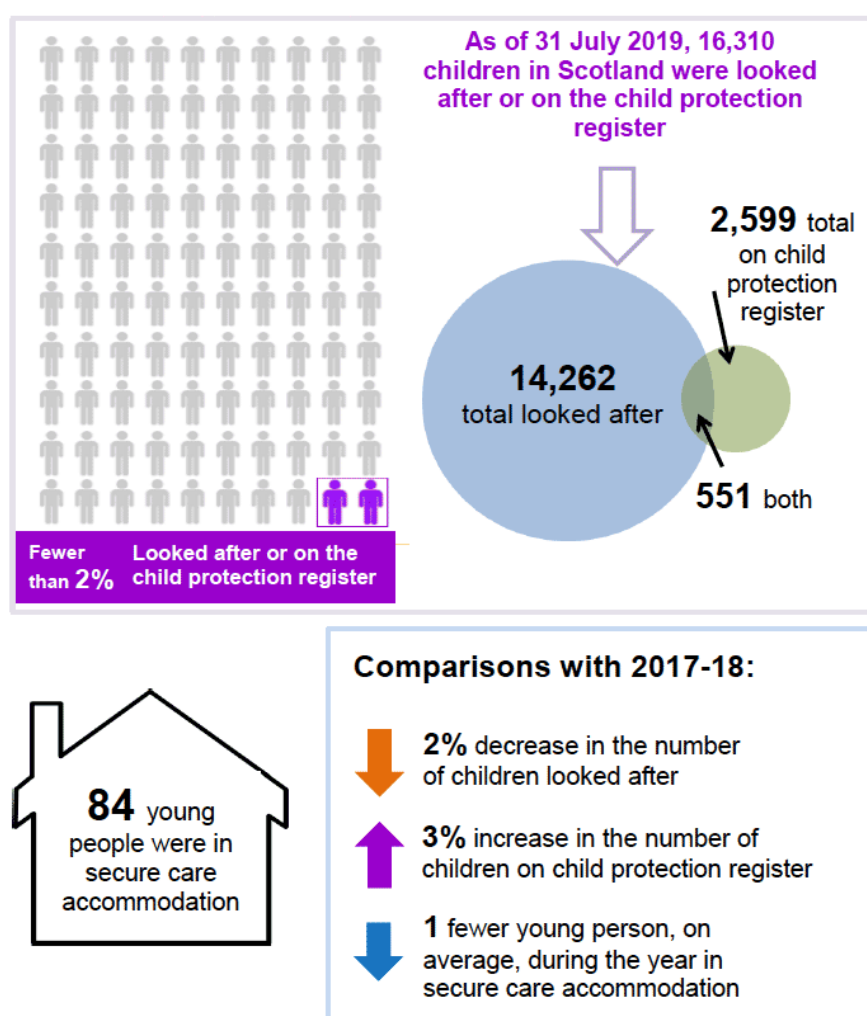
<sup>91</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>92</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

<sup>93</sup> Scottish Government (2019) Children Social Work Statistics. Available at: <https://www.gov.scot/publications/republication-childrens-social-work-statistics-scotland-2018-19/>

- 15% of children starting episodes of care were less than one year old, increasing from 12% in 2009;
- There were slightly more boys than girls starting episodes of care in 2019 – 52% boys compared with 48% girls, (the Scotland-wide population of under 18s was 51% male in 2019);
- The gender split of those starting episodes of care has remained stable over the last 10 years.<sup>94</sup>

*A child may start to be 'looked after' more than once in a year and so may be counted more than once.*



We did not find substantial national data in relation to care experienced young people and sport.

<sup>94</sup> Scottish Government (2019) Children Social Work Statistics. Available at: <https://www.gov.scot/publications/republication-childrens-social-work-statistics-scotland-2018-19/>

## Developments in policy and legislation

Scottish Government have made it clear in policy, funding and legislation that:

We want Scotland to be the best place in the world for a child to grow up, with opportunities for all in Scotland to flourish. An integral part of our vision is the recognition of, respect for and promotion of children's human rights.<sup>95</sup>

A corporate parent is an organisation or person who has special responsibilities for care-experienced young people. **sportscotland** is an organisation that has this corporate parent status. **sportscotland** became a corporate parent as of 2015 and stated:

This means we should understand and respond to your needs as any parent should. We should do as much as we can to make sure you feel in control of your life and able to overcome any barriers you face.<sup>96</sup> Corporate parenting is one of **sportscotland**'s key drivers for inclusion. **sportscotland**'s aim is to 'understand and respond to the needs of care-experienced young people as any parent should'.<sup>97</sup>

**sportscotland** has a 2016-19 corporate parenting plan, to commit to improving the lives of Scotland's care-experienced young people through participation in sport.<sup>98</sup> However, it is underpinned by the need to work with multiple stakeholders and with a person-centred approach. The Scottish Care Leavers Covenant, amongst a number of recommendations connected to the young person's life, refers to physical activity and sport. Recommendations connected to the theme of health and wellbeing of looked after young people in Scotland include:

1. Take action to reduce social exclusion and isolation, which impact on mental and physical health and emotional wellbeing by providing free or discounted access to: – Leisure facilities for all care leavers up to age 21 and, where required, up to age 26;
2. Each local authority and health board has a named contact with specific responsibility for care leavers' health and for promoting and coordinating actions to reduce health inequalities, these being made explicit within Corporate Parenting Plans. Consistent and efficient systems to gather information about care leavers and monitor their access to, and the effectiveness of, interventions intended to support improved physical, mental and emotional health and wellbeing.<sup>99</sup>

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<sup>95</sup> Scottish Government. Looked after children. Available at: <https://www.gov.scot/policies/looked-after-children/corporate-parenting/>

<sup>96</sup> **sportscotland** (2019) Corporate Parenting Progress Report. Available via the **sportscotland** website

<sup>97</sup> **Sportscotland**. Corporate Parenting. Available at: <https://sportscotland.org.uk/about-us/inclusion-at-sportscotland/corporate-parenting/>

<sup>98</sup> **Sportscotland** (2016) Corporate Parenting Plan. Available at: <https://sportscotland.org.uk/media/3452/refreshed-corporate-parenting-plan-2016-19.pdf>

<sup>99</sup> Scottish Care Leavers Covenant. Available at: <https://www.scottishcareleaverscovenant.org/>

Evidence shows the need to increase the knowledge of the sporting workforce to understand the Corporate Parenting duties, including the basics:

- Understand the issues that care experienced young people face and assess their needs;
- Promote the interests of care experienced young people and provide them with opportunities;
- Collaborate with other corporate parents and improve the way you work with care experienced young people.<sup>100</sup>

## Snapshots of published practice and literature

Relatively few studies have examined the role of sport and physical activity in the day-to-day lives of care experienced young people and many of those undertaken have been dominated by the voices of adults. As such, care experienced youth have been identified as a 'hidden group' in relation to sport/physical activity research, policy and practice.<sup>101</sup>

In a large scale study on care experience young people and sport published in 2020, Sandford et al highlighted the following:

1. "The data generated with adults provided an interesting insight into the perspectives of those working with/for care experienced young people. Key findings here indicated that: sport/physical activity was perceived to be beneficial for care experienced youth although there are notable barriers to participation for some (at both individual and structural levels); the transient nature of many care experienced young people's lives was a significant challenge to sustained participation in sport/physical activity; education was seen to play a key role in providing sport/physical activity opportunities for this group; and there was a perceived need for a more 'joined-up' approach within practice;<sup>102</sup>
2. Data generated with the young people helped to identify three key factors that shaped their experiences of sport/physical activity: activities, places and people. These were all mediated by the broader influences of the care system. Key findings here indicated that: communication between different

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<sup>100</sup> Corporate Parenting Online. Available at: <https://www.corporateparenting.org.uk/learning-hub/guidance-materials/corporate-parenting-duties-the-basics/>

<sup>101</sup> Sandford, Quarmby, Duncombe and Hooper (2020) Right to Be Active Project Report [https://repository.lboro.ac.uk/articles/Right\\_to\\_Be\\_Active\\_Project\\_Report\\_Adult\\_Version\\_/11638092](https://repository.lboro.ac.uk/articles/Right_to_Be_Active_Project_Report_Adult_Version_/11638092)

<sup>102</sup> NSPCC. (2015). Achieving emotional wellbeing for looked after children: A whole system approach. London: NSPCC.

stakeholders was important in facilitating access to activities;<sup>103</sup> some spaces were easy to access (e.g. gyms and parks) but others represented ‘missing spaces’ for care experienced youth (e.g. sports clubs and extra-curricular school sport);<sup>104</sup> the shifting nature of care experienced young people’s landscapes inhibited their capacity to sustain engagement in sport/physical activity; social support was a key facilitator of care experienced youths’ engagement in sport/physical activity.<sup>105</sup> Ultimately, an alignment between the three key factors of activities, places and people was required to have positive experiences of sport/physical activity.”<sup>106</sup>

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### EXAMPLE: Active Schools in Aberdeen

*In November 2018, the Active Schools team in Aberdeen began working with Sport Aberdeen to support a care-experienced young person who was finding it difficult to focus in school and interact with his classmates. Initially they arranged one-to-one sessions outwith school time. This gave the young person a chance to try different activities including swimming and horse riding. They also took part in after-school kickboxing through Active Schools. Over time, the young person decided they wanted to take part during school.*

*The Active Schools team worked with headteacher so find a coach that could hold small group activities at the same time every week with the young person and some of his classmates. The aim was to use team sport to help the young person build positive peer relationships and support social interactions within the school environment.*

*“The coach was brilliant with the children yesterday. The young person told one of the pupil support assistants that it was the best day of his life. We feel it has allowed him to enjoy success in team sports where he may have struggled unsupported. It has also provided him with some respite from the classroom.” Primary School deputy head.*<sup>107</sup>

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<sup>103</sup> Quarmby, T., Sandford, R. & Elliot, E. (2018) ‘I actually used to like PE, but not now’: Understanding care experienced young people’s (dis)engagement with physical education, Sport, Education and Society

<sup>104</sup> O’Donnell, C., Sandford, R. & Parker, A. (2019) Physical Education, School Sport and Looked- After-Children: Health, wellbeing and educational engagement. Sport, Education and Society.

<sup>105</sup> Quarmby, T. & Pickering, K. (2016) Physical Activity and Children in Care: A Scoping Review of Barriers, Facilitators, and Policy for Disadvantaged Youth. Journal of Physical Activity & Health, 13(7), 780-787.

<sup>106</sup> Mannay, D., Evans, R., Staples, E., Hallett, S., Roberts, L., Rees, A. and Andrews, D. (2017). The consequences of being labelled ‘looked-after’: Exploring the educational experiences of looked-after children and young people in Wales, British Educational Research Journal, 43(4): 683-699.

<sup>107</sup> More information available at: <https://sportscotland.org.uk/media/5378/2016-19-corporate-parenting-progress-report-october-board.pdf>

## Useful links

- Who Cares? Scotland - <https://www.whocaresscotland.org/>
- Scottish Government, Corporate Parenting – 10 minute Training Tool Online - <https://www.corporateparenting.org.uk/learning-hub/guidance-materials/childrens-rights-online-training/>
- Barnardo's Scotland - <https://www.barnardos.org.uk/scotland>
- Centre for Excellence for Looked After Children in Scotland (CELCIS) - <https://www.celcis.org/knowledge-bank/spotlight/corporate-parenting>
- Life Changes Trust - <https://www.lifechangestrust.org.uk/>

### 3. Deafness and sport

#### Overview of the topic

Deafness is included as a new topic in this research. The evidence around deafness at a national level was limited, though significant data on disability more generally does exist. **sportscotland** have specific responsibilities around British Sign Language (BSL) and as this was an area in which data was available, this has been included in detail in this section.

The term and topic of deafness was not explicitly featured in the 2015 published quantitative analysis of Active Scotland Outcomes equality analysis<sup>108</sup> or the 2016 published qualitative research on equality and sport.<sup>109</sup> It is noted that previous research has considered deafness from within the topic of disability. The following section establishes a review on the published evidence and research to date.

The Deaf community comprises deaf people who share a common language (British Sign Language), common experiences and values, and a common way of interacting with each other, and with hearing people.

#### Update on statistical evidence resources

British Sign Language (BSL) is the first language of thousands of people in Scotland, not all of whom are deaf, but who perhaps have other communication difficulties.<sup>110</sup> We have focused particularly on BSL in this section given **sportscotland**'s specific responsibilities in this area and reflecting the weight of responses received to the consultation.

UK wide, Sign Health highlighted in their research that up to 40% of deaf and hard of hearing people experience a mental health problem at some point in their lives – well over three million people. UK Deaf Sport 2015 Participation survey data highlighted that 1 in 5 deaf people could not access sport and physical activity opportunities due to communication barriers. Over 70,000 deaf people use British Sign Language (in the UK) as their main form of communication and this can be a barrier when accessing services – both sport and non-sport. As a result, members of this community risk high levels of isolation and challenges with their mental health.<sup>111</sup>

In a Scottish Government consultation published in 2017, in relation to sport one respondent stated in relation to Culture, Leisure, Sport and the Arts:

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<sup>108</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>109</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

<sup>110</sup> **sportscotland** (2019) Equality and Outcome Report. Available at: <https://sportscotland.org.uk/media/4712/final-2017-19-equality-mainstreaming-and-outcomes-report.pdf>

<sup>111</sup> UK Deaf Sport (2020) UK Deaf Sport and ukactive to support Leisure Sector. Available at: <https://ukdeafsport.org.uk/uk-deaf-sport-and-ukactive-to-support-leisure-sector/>

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One of the young people we work with has spoken about his frustrations about playing football in a mainstream league - in particular about a lack of awareness from referees and the fact he can't hear the ref's whistle and often gets red-carded! Raising awareness of good practice would help in that regard, Organisation

It is good for everyone to be included and enjoy fair access to Scotland's culture, leisure pursuits, sports and arts. In the bigger picture it is an excellent opportunity for Deaf people to share the Deaf Culture with the people of Scotland, Individual

Other findings included:

- Being able to access sports and leisure activities is important and can help improve physical and mental health. These types of activities also provide good opportunities to meet other Deaf / Deafblind BSL users;
- Tackling barriers to participation should be the priority. For example, going to accessible cinema screenings or theatre performances can be difficult because of the limited times offered. There are often no BSL / English interpreters at sporting activities;
- Evidence suggests that Deaf BSL users are more interested in supporting Deaf led work and activities than getting access to events in 'the hearing world'.

The research team did not find substantial quantitative national data on deafness and sport – though there is significant data about disability and sport participation more generally. Deafness will feature in the next Scottish Census.

## Developments in policy and legislation

Following the BSL (Scotland) Act 2015, Scottish Government requires public bodies in Scotland to publish plans every six years, showing how they will promote and support BSL.

Published in 2017, the Scottish Government 'British Sign Language (BSL): National Plan 2017 to 2023' is a plan setting out actions to help ensure deaf and deafblind BSL users are fully involved in all aspects of daily and public life. It includes a specific action to "work with sport governing bodies and sportscotland to improve access to information and sporting opportunities for BSL users". As part of this Scottish Government consultation people or groups made the following comments:

- "Everyone in the sports sector should be doing this. **sportscotland** should not be singled out. Other bodies where information could be shared include Scottish Student Sport and Scottish Disability Sport;



- Lots of Deaf / Deafblind BSL users are put off participating in mainstream sport. Barriers include lack of access to coaching and no funding for interpreters. Interpreters should be available for sports lessons;
- Deaf sports people have described difficulties communicating with sports bodies, including facing barriers when trying to start up new projects or applying for employment. Barriers also exist for Deaf BSL users wanting to act as referees.”<sup>112</sup>

Suggestions made or ideas people or groups had included:

- “This step should not just be about information online, it should include participation;
- Sports coaches should be trained in BSL awareness. Staff in sport centres need BSL awareness training, as do referees;
- There should be greater encouragement and financial support for Deaf / Deafblind BSL athletes. A programme of subsidy to boost Deaf sports in Scotland would form a popular part of the National Plan. A focus on community access to sport and activity would be helpful;
- **sportscotland** could produce guidance for their members to improve their access for Deaf / Deafblind BSL users, both through employment and on a voluntary basis, at both local and national levels.”<sup>113</sup>

This plan covers the whole of the Scottish Government and over fifty national public bodies for which Scottish Ministers have responsibility. Other public bodies, including local authorities, regional NHS boards, colleges and universities will publish their own BSL plans.<sup>114</sup> The **sportscotland** BSL Plan is not currently publicly accessible.

## Snapshots of published practice and literature

Rankin, in a survey of views and opinions of active and non-active disabled people found in relation to deaf participants that deaf people do not see themselves as disabled, physically and that they should compete in mainstream sport. Quoting a survey response “I want to be involved in hearing groups but I am wary because of the communication [difficulties].” Rankin found a number of factors prevent this, such as:

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<sup>112</sup> The Scottish Government has not yet published the British Sign Language Progress Report. This was due in October 2020; however, due to the COVID-19 emergency the publication of the Progress Report has now been delayed by a year.

<sup>113</sup> Scottish Government (2017) British Sign Language (BSL) National Plan 2017-2023: analysis of consultation responses. Available at: <https://www.gov.scot/publications/british-sign-language-bsl-national-plan-2017-2023-analysis-responses/>

<sup>114</sup> Scottish Government (2017) British Sign Language (BSL): National Plan 2017 to 2023. Available at: <https://www.gov.scot/publications/british-sign-language-bsl-national-plan-2017-2023/>

- Lack of adaptations prevent this;
- Restricted by communication barriers;
- Lack of interpreters prevent participation;
- When available, interpreters are limited and costly;
- Presence of interpreter can alienate Deaf people from group interaction.<sup>115</sup>

A 2019 study found that “D/deaf<sup>116</sup> people are often ignored within sports research”:

- “First, like many young people, family and school were significant sites influencing participation in sport. During the D/deaf athletes sampling stage as youth, they were all directed to mainstream sporting opportunities. Whilst this is not a bad thing, it is limiting in that these athletes were not made aware of the wider possibilities they could have in terms of engaging in D/deaf sport. The challenge remains to develop mechanisms that more effectively promote D/deaf sport opportunities. It is important that practitioners such as coaches and physical education teachers better understand this and advise accordingly;
- Second, it is clear from this research that all four athletes enjoy participating in D/deaf sport and being part of a D/deaf sporting community. The athletes also seemed to gain an immense sense of achievement from these sporting endeavours. Interestingly, this was often tempered because they were aware of the ways in which D/deaf sport is valued less than hearing sport. Like disability sport, D/deaf sport is seen as inferior;
- Third athletes in this study seem to be more comfortable engaging in D/deaf sport. In part, this was because deafness within D/deaf sport is constituted in positive terms through deaf gain. This contrasts with their accounts of participating in hearing sport where deafness was often constructed in negative terms and associated with hearing loss. We believe the representation of D/deaf people through deaf gain should be more prominent in how physical education teachers, coaches, sport policy makers and other participants conceive of D/deaf people rather than taking a more traditional deficit approach based on hearing loss;
- Finally, in developing this paper we have become aware of the limited research within sport that focuses on D/deaf people and their experiences of sport as participants,

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<sup>115</sup> Rankin (2012) Understanding the barriers to participation in sport. Commissioned by the English Federation of Disability Sport. Available at: [http://www.activityalliance.org.uk/assets/000/000/807/Understanding\\_the\\_barriers\\_to\\_participation\\_20120510\\_original.pdf?1473697192](http://www.activityalliance.org.uk/assets/000/000/807/Understanding_the_barriers_to_participation_20120510_original.pdf?1473697192)

<sup>116</sup> University of Greenwich: D/deaf - The term D/deaf is used throughout higher education and research to describe students who are Deaf (sign language users) and **deaf** (who are hard of hearing but who have English as their first language and may lipread and/or use hearing aids). More information available at: [What does D/deaf mean? | Study here | University of Greenwich](#)

coaches and sport managers. We believe this is a missed opportunity and one that is not enabling society to better understand factors contributing to D/deaf people's involvement and progression in sport."<sup>117</sup>

Other research and research specific to Scotland and sport was challenging to find. Studies have been conducted into public services, e.g. Kyle et al.<sup>118</sup> or Pabsch<sup>119</sup>, but not specific to sport in a more contemporary public service setting.

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### EXAMPLE: BSL – deaf friendly sport (Scottish Curling)

*Scottish Curling is working hard to ensure they are as inclusive as possible in order to give everyone the opportunity to take part. Among the programmes they are developing is their British Sign Language (BSL) and Deaf-friendly programme. It became apparent that some of the D/deaf participants felt excluded and unable to participate fully due to the barriers in communication. As a result, and in partnership with staff from the Department of Languages & Intercultural Studies at Heriot-Watt University, some new BSL signs were proposed for the technical curling terms, which would allow D/deaf participants the opportunity to learn to play the game and communicate more easily.*

**New BSL signs:** *Through the support of the University, D/deaf participants and interpreters, over 30 new BSL signs were created and an open session was held in March (2019) to allow participants the chance to try curling alongside learning these new signs. A priority was to ensure that access to the information regarding the session was made as easy as possible for the participants in mind to understand and digest, therefore BSL videos were used to promote the session through the Scottish Curling social media channels.*

*A Scottish curling staff member said: "It has been a really interesting programme where we have reached out to include new people in sport from the Deaf community. We hope that these sessions will stimulate the interest in curling and contribute to encouraging more BSL users to participate in the sport."<sup>120</sup>*

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<sup>117</sup> Rebecca Foster, Hayley Fitzgerald & Annette Stride (2019) The socialization and participation of Deaflympians in sport, *Sport in Society*, 22:12, 1904-1918.

<sup>118</sup> Kyle, J. G., Reilly, A. M., Allsop, L., Clark, M., & Dury, A. (2005). Investigation of access to public services in Scotland using British Sign Language. Retrieved from Scottish Executive website: <http://www.scotland.gov.uk/Resource/Doc/930/0012107.pdf>

<sup>119</sup> Pabsch, Annika. "Sign language legislation as a tool for sustainability." *American Annals of the Deaf* 162.4 (2017): 365-376.

<sup>120</sup> Sportfirst (2019) Breaking the ice. Available at : <https://sportfirst.sportscotland.org.uk/articles/breaking-the-ice/>

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### EXAMPLE: Deaf awareness raising

*As part of Deaf Awareness Week 2018, a **sportscotland** staff member trained in BSL provided an informal drop-in session for staff. This interactive session provided some information on what deafness is, enabled people to try some basic signs and fingerspelling, and promoted some simple steps that can be taken to make sporting activities and work meetings more inclusive. In 2019, **sportscotland** report that in relation to British Sign Language: staff were asked to indicate their level of BSL experience. 83% of staff had no experience of BSL, a decrease of 1.7% since 2016. 3% of staff had obtained a level 1 award in BSL, compared to 1% in 2016.*

### Useful<sup>121</sup> links

- UK Deaf Sport - <https://ukdeafsport.org.uk/>
- Deaf Children's Society - <https://www.ndcs.org.uk/>
- Deaf Scotland - <https://deafscotland.org/>
- Sign Health - <https://signhealth.org.uk/>

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<sup>121</sup> Note: any external links should be read alongside learning note content, which will be available via the **sportscotland** website.

## 4. Disability and sport

### Overview of the topic

There are significant and persistent participation gaps between disabled and non-disabled people. Disabled people also remain significantly under-represented in the sector's workforce (including coaching) and in club membership. This section also introduces different models and approaches for viewing disability and also of barriers that exist to participation.

The term and topic of disability featured in the 2015 published quantitative analysis of Active Scotland Outcomes equality analysis<sup>122</sup> and the 2016 published qualitative research on equality and sport.<sup>123</sup> The following section builds on the published evidence and research contained in the 2015/16 documents.

Disability refers to someone who has a physical, sensory or learning impairment which is long term and has an adverse effect on their ability to carry out normal day to day activities. This also includes people with progressive or degenerative illnesses such as cancer, HIV and MS (Equality Act 2010).

### Update on statistical evidence resources

- In 2017, the Scottish Health Survey estimated that 45% of adults (and 17% of children) had a long-term condition or illness, and that 32% of adults (and 10% of children) had long-term conditions that were also limiting. In this context, 32% of the adult population would be considered 'disabled', while 68% would be considered 'not disabled';
- In 2016, 74% of children in Scotland (aged 2-15) with a limiting longstanding illness or condition completed an average of 60 minutes of moderate to vigorous physical activity per day over the course of a week, compared to 76% of children who had no limiting longstanding illness or condition;
- The Scottish Household Survey in 2018 reported access to blue (rivers, lakes, coasts) and green (parks, hills, woods and countryside) space was lower for disabled people (59%) compared to non-disabled people (69%). Less access to green space is important because it may make it less appealing for people to take exercise;

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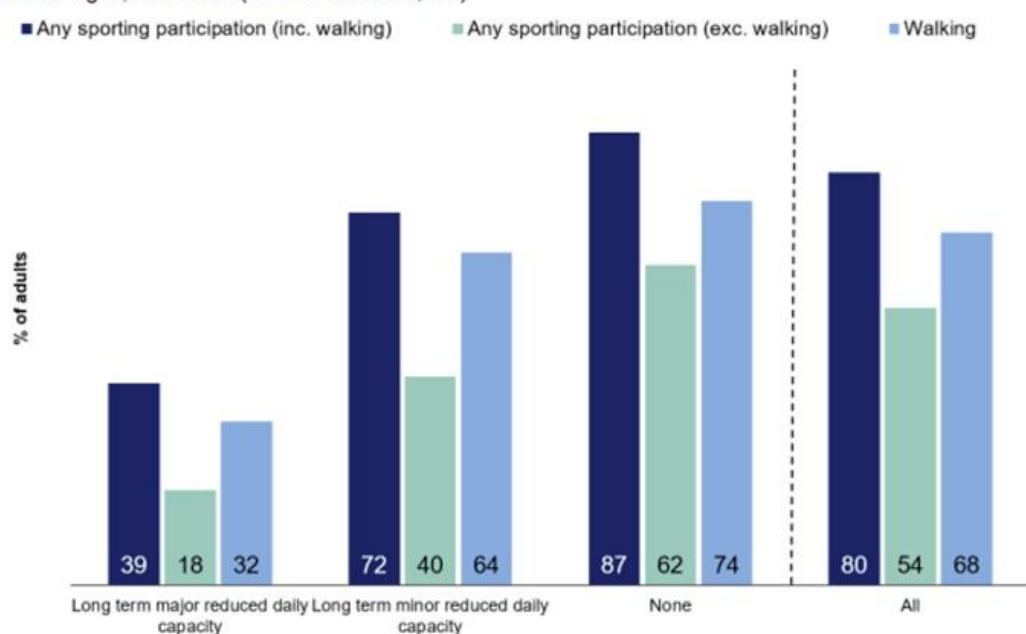
<sup>122</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>123</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

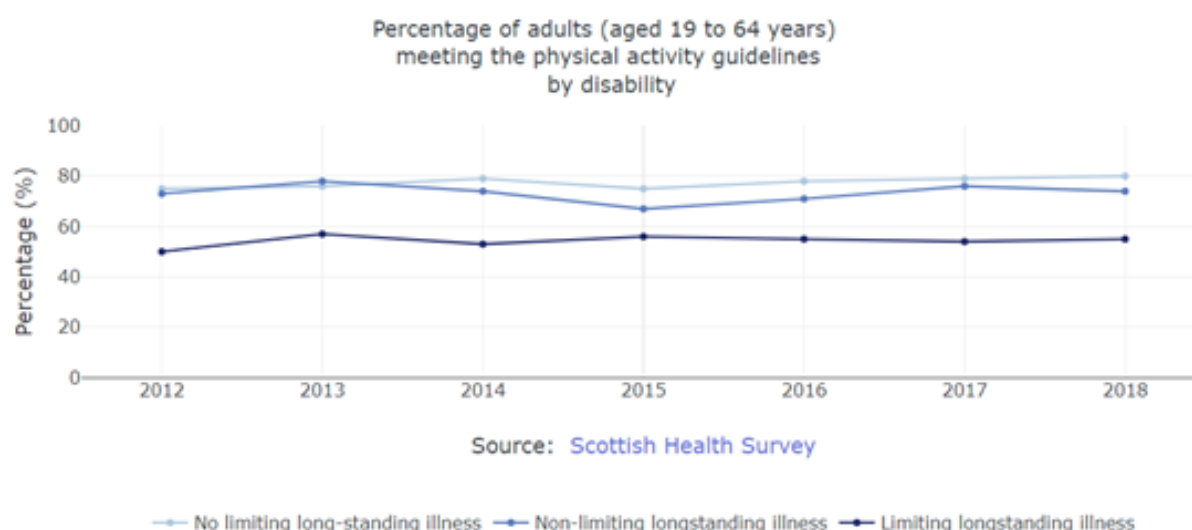
- The Scottish Health Survey reported that, in 2017, 49% of disabled people met physical activity recommendations, compared to 73% of non-disabled people.

**Figure 8.13: Participation in physical activity and sport in the last four weeks, by long-term limiting health condition**

Percentages, 2018 data (minimum base: 1,250)



#### Moderate to Vigorous Physical Activity (MVPA):



A rapid evidence review in 2018 produced by the UK Government found that disabled people were twice as likely as non-disabled people to be physically inactive. In England, the rate of

inactivity (i.e. less than 30 minutes of exercise a week) was reported as 43% among disabled people, compared to 21% of non-disabled people. The same publication reports that 18% of disabled adults engage in at least one physical activity session per week compared to 41% of non-disabled adults.<sup>124</sup>

**sportscotland** via surveys and additional research reported that, between 2017 and 2020:

- Whilst 23% of the population has a disability, the latest data from the Coach Panel Survey indicates that only around 13% of coaches do;
- 9% of members of clubs surveyed in 2020 identified as being disabled, 89% said no and 2% said prefer not to say or don't know;
- 10% of pupils at schools surveyed in 2020 identified as being disabled, 72% said no and 18% said prefer not to say or don't know.

## **Developments in policy and legislation**

In 2016 the Scottish Government published A Fairer Scotland for Disabled People: delivery plan, stating that:

This Delivery Plan is part of our programme for a fairer Scotland. It has been shaped by the experiences of disabled people and the insights of disabled people's organisations. It has been informed by the evidence and consultation on the draft disability delivery plan and by the Fairer Scotland conversations. It is built around five longer-term ambitions and a set of ninety-three actions. These are specifically focused to secure the next step in transformational change that is required and can be taken over the lifetime of this Parliament.

The Delivery Plan sets out the Scottish Government's approach to policy for disabled people. Further monitoring and evaluation have been developed by the Scottish Government via the Scotland's Wellbeing: national outcomes for disabled people, this offers analysis of the national performance outcome indicators from the perspective of disability.<sup>125</sup>

The delivery plan and outcomes are based on three key priorities:

- The social model of disability as opposed to the medical model, which lays the blame on the impairment, rather than on society's inability to provide for their needs, rights, and aspirations;
- the United Nations Convention on the Rights of Persons with Disabilities;

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<sup>125</sup> Scottish Government (2019) Scotland's Wellbeing: national outcomes for disabled people. Available at: <https://www.gov.scot/publications/scotlands-wellbeing-measuring-national-outcomes-disabled-people/pages/17/>

- The aim of the independent living movement, which is that disabled people can live the life they choose, participating equally alongside other citizens in their families, communities, workplaces and wider society, with the support they need.<sup>126</sup>

In specific reference to sport, the action plan outlined the following three points:

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72. Disabled people's participation at all levels of sport and physical activity will increase through an action plan developed in partnership with disabled people through a new Equality in Physical Activity and Sport Forum by 2019.

73. sportscotland will invest in disabled people and athletes and ensure that the needs of disabled people and athletes are addressed through investment to Scottish Disability Sport, Active Schools Network, the 2018 Pyeongchang Winter Olympics and Gold Coast Commonwealth Games.

74. A new parasport facility for Scotland in Inverclyde, with an investment of £6 million, is being built to promote the inclusion of disabled athletes in sport. All building work will be completed by the end of March 2017. Scottish Disability Sport are now working with 31 governing bodies and local authorities across Scotland to improve access to sporting facilities for all disabled people.

In 2019, the Scottish Government released a progress report on the Fairer Scotland action plan, including a section on sport, including how **sportscotland** has invested £2,454,200 in Scottish Disability Sport (SDS), the coordinating body for all sports for people of all ages and abilities with a physical, sensory and learning disability. This investment supports SDS to build an effective organisation, develop disability sport at all levels, and support athletes on the world stage.<sup>127</sup>

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<sup>126</sup> Scottish Government (2016) A Fairer Scotland for Disabled People: delivery plan. Available at: <https://www.gov.scot/publications/fairer-scotland-disabled-people-delivery-plan-2021-united-nations-convention/pages/3/> . For further information about measuring social outcomes for disabled people, see also: [Scotland's Wellbeing - Measuring the National Outcomes for Disabled People \(www.gov.scot\)](https://www.gov.scot/publications/scotland-s-wellbeing-measuring-the-national-outcomes-for-disabled-people/pages/3/)

<sup>127</sup> Scottish Government (2019) A Fairer Scotland for Disabled People: Progress report. Available at: <https://www.gov.scot/binaries/content/documents/govscot/publications/progress-report/2019/12/fairer-scotland-disabled-people-progress-report-2019/documents/fairer-scotland-disabled-people-progress-report-2019/fairer-scotland-disabled-people-progress-report-2019/govscot%3Adocument/fairer-scotland-disabled-people-progress-report-2019.pdf>



## Snapshots of published practice and literature

The Scottish Public Health Observatory<sup>128</sup> stated a series of key points in 2019 about the disability population group:

- Disability is difficult to define and, therefore, the prevalence of disability is difficult to measure; however, it is critical to do both for reasons of policy, service provision and planning;
- It is important to understand the different definitions, and perceptions, of disability. 'Individual' definitions focus on the person and their impairment and functioning, whereas 'social' definitions emphasise the restrictions imposed upon the person by their social and physical environment;
- In November 2016, 8% of adults aged 16-64 years in Scotland were classed as unable to work due to illness/disability and in receipt of Employment and Support Allowance (this amounted to 270,970 people);
- In 2018, it was estimated that 25% of adults (aged 16 years and over) in Scotland had a limiting long-term physical or mental health condition or illness, while 8% of adults self-rated their health as 'bad' or 'very bad';
- The proportion of adults rating their health as 'bad' or 'very bad', or reporting a limiting long-term health condition or illness, increases as area deprivation increases.

In consultation for Scotland's Census, the Scottish Government are currently publishing and extensively testing the wording and structure of questions around long-term health problems or disability.<sup>129</sup> In particular, questions are focusing on how to capture more specified data on different types of disability and differentiating between limiting and non-limiting conditions. This should be monitored closely with key lessons adopted more widely, including within the sport sector as suggested in the national monitoring and resources subsection of this report.

An evaluation of **sportscotland** supported activity in schools and education<sup>130</sup> found factors that helped effective working in relation to children and young people with additional needs, including:

- "Having a dedicated ASC [Active School Coordinator] focusing on additional support needs – both in special and mainstream schools;

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<sup>128</sup> Scottish Public Health Observatory (2019) Disability Population Group. Available at: <https://www.scotpho.org.uk/population-groups/disability/key-points/>

<sup>129</sup> More information available at: [https://www.scotlandscensus.gov.uk/documents/census2021/Health\\_Topic\\_Report.pdf](https://www.scotlandscensus.gov.uk/documents/census2021/Health_Topic_Report.pdf)

<sup>130</sup> Research Scotland (2018) Evaluation of **sportscotland** supported activity in schools and education. Available at: <https://sportscotland.org.uk/media/3550/schools-and-education-wider-evaluation-full-report-final.pdf>

- Using data to identify pupils at mainstream schools with additional support needs and develop a targeted programme of activities for them; ensuring that deliverers have the right skills and qualifications, and providing access to training;
- Placing an emphasis on inclusion and programmes which are inclusive;
- Consulting young people with additional support needs, and their parents or carers, about what they want to do and developing tailored activities;
- Developing good links and partnerships, including with teachers and support staff, local clubs, third sector organisations, health professionals and disability development officers;
- Setting up clubs for people with additional support needs;
- Actively promoting the range of activities and opportunities available – for example through a calendar of events, through schools, clubs and hubs.”<sup>131</sup>

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“The clubs on offer at our school have been amazing at getting children to participate in sport. It has had a huge impact on children’s confidence levels and their ability to socialise.” Teacher

However, respondents also mentioned key barriers, including:

- Transport – which some had addressed through providing activities during the school day;
- Establishing clubs (when there can be small numbers of young people with additional support needs within a school) – some tried setting up clusters, but this still created transport and logistical issues;
- Identifying children with additional support needs – which some had addressed through working closely with schools, social work and NHS staff to identify pupils and record needs;
- Lack of additional specialist staff (as often one to one support is required) – which some had addressed through encouraging learning assistants or personal support assistants to attend sessions, and supporting them to become assistant coaches; and
- Availability of suitably qualified and trained deliverers – which some addressed through providing additional training opportunities for deliverers and sports leaders or using Pupil Equity Funding to employ sessional coaches to run clubs.

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<sup>131</sup> Research Scotland (2018) Evaluation of **sportscotland** supported activity in schools and education. Available at: <https://sportscotland.org.uk/media/3550/schools-and-education-wider-evaluation-full-report-final.pdf>

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### EXAMPLE: Scottish Disability Sport – Girls into Boccia

*As part of the **sportscotland** Women and Girls' Fund, Scottish Disability Sport has created a new and exciting boccia campaign targeting women and girls. Girls in Boccia is for all women and girls with all disabilities. We are here to support all of you into boccia and help you succeed in the sport, whatever your aspirations. There are many different reasons to get involved in the sport, which could include; becoming more active, to have fun, socialise with peers or just to give you something to do. And we are here to help! We have a range of ways to get involved with boccia. We offer: School visits, community visits and personal coaching. Individual sessions or girls only group sessions. Advise on and provide specific equipment to use in boccia sessions. A peer mentor programme to support you with playing boccia and becoming more physically active. This may include supporting you to get you settled into a club or session.*<sup>132</sup>

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### EXAMPLE: Performance sport – supporting 49 para athletes from 13 sports

*In 2017, the **sportscotland** institute of sport delivered services to 41 para athletes from 11 sports. In 2018, this increased to a record high of 49 para athletes from 13 sports. **sportscotland** described:*

*We created the Para Initiative group in 2017 to improve opportunities for para athletes to participate and progress in performance sport. We continue to work with sports to describe and evidence effective para-sport progression pathways, broaden talent identification opportunities and increase the number of classified athletes in the system.*<sup>133</sup>

*Our long-term objective for the Para Initiative is to increase the share of Scottish para athletes gaining selection for UK Sport world class programmes. Over the previous year, the Para Initiative group has developed an action plan with three strategic priorities:*

- Increase the quantity and quality of para athletes within the Scottish para sport system*
- Develop a world class workforce to support the Scottish para sport system;*
- Provide environments that attract and develop para athletes.*<sup>134</sup>

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<sup>132</sup> Scottish Disability Sport – Girls into Boccia project. Available at: <https://www.scottishdisabilitysport.com/girls-in-boccia/>

<sup>133</sup> **Sportscotland** (2019) Equality at sportscotland, summary. Available at: <https://sportscotland.org.uk/media/4883/final-equality-outcomes-and-mainstreaming-summary.pdf>

<sup>134</sup> **Sportscotland** (2019) Equality at **sportscotland**, equality mainstreaming and outcome progress report. Available at: <https://sportscotland.org.uk/media/4882/final-equality-mainstreaming-and-outcomes-2017-19.pdf>

The 'social model' of disability, utilised by the Scottish Government, sees the barriers created by society, such as negative attitudes towards disabled people, and inaccessible buildings, transport and communication, as the cause of disadvantage and exclusion, rather than the impairment itself.<sup>135</sup>

The social model was developed by disabled people and it is supported by organisations led by disabled people. It says disability is caused by barriers that arise because is not designed to accommodate people who have impairments. They include:

**Attitudinal barriers:**

We are disabled by other people's fear, ignorance, low expectations and assumption that they know best what we want and need – and sometimes by their hatred and contempt.

**Environmental barriers:**

We are disabled when we cannot get into shops, public buildings, workplaces, museums, restaurants and other buildings because of how they are designed. They may not have ramps, lifts or accessible toilets. There may be no loop system or poor signage that people with visual impairments can't see. Outside, pavement kerbs may not be dropped, there is no textured pavement at crossing and no noise to let people with visual impairments know when to cross.

**Organisational barriers:**

We can be excluded by the way things are organised, like meetings, events, or services. For example, not enough time is allowed for appointments, or to get meeting papers translated into Braille, or the event starts too early for people who need support to get up in the morning and have to arrange accessible transport to be able to arrive in time.

**Communication barriers:**

These can arise when print is too small, materials are not produced in plain English or Easy Read, or there are no sign language interpreters. Images of disabled people show us as tragic victims and heroic survivors, rather than just normal people trying to get on with our lives.

Socially and culturally, there is not a universally correct way to facilitate disabled people's engagement with sport and the sport sector. In developing future policy and practice, familiarity with the breadth of these models will be helpful – but the focus in provision of resources for the workforce must remain on practical, accessible tools and guidance.

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<sup>135</sup> Inclusion Scotland (2017) The Social Model of Disability. Available at: <https://inclusionScotland.org/socialmodelofdisability/>

## Useful<sup>136</sup> links

- Scottish Disability Sport - <https://www.scottishdisabilitysport.com/>
- Inclusion Scotland - <https://inclusionscotland.org/>
- Activity Alliance - <http://www.activityalliance.org.uk/>

There is UK research and publications about a variety of disability and sport areas, plus many different organisations and groups which exist to represent a variety of different disabled communities, these include:

- Taking part with disabled people: Non-disabled people's perception, 2019
- Delivering activity to disabled people: The workforce perception gap, 2019
- The Activity Trap: Benefits or being fit?, 2018
- Encouraging more disabled people to volunteer in sport, 2017
- Small Changes, Big Difference, 2016
- Giving you clear results, 2016
- Supporting me to be active, 2016
- Impact of coaching on disabled people's participation, 2015
- Active Beyond Education?, 2015

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<sup>136</sup> Note: any external links should be read alongside learning note content, which will be available via the **sportscotland** website.

## 5. Ethnicity and sport

### Overview of the topic

There are a range of barriers to participation in sport (and in the workforce) which are identified in this chapter. Participation rates remain markedly lower. This is also significant variation across and within different diverse ethnic groups.

The term and topic of ethnicity featured in the 2015 published quantitative analysis of Active Scotland Outcomes equality analysis<sup>137</sup> and the 2016 published qualitative research on equality and sport (under the heading of race).<sup>138</sup> The following section builds on the published evidence and research contained in the 2015/16 documents.

Race includes colour, nationality, and ethnic or national origin (Equality Act 2010)

### Update on statistical evidence resources

The 2011 Census showed that the 'White: Scottish' group made up 84% of Scotland's 5.3 million population, while the 'White: Other British' group made up 8%. Other non-British 'White' groups made up a further 4%. Minority ethnic groups made up the remaining 4% of the population (Pakistani, Chinese, Indian, African, Bangladeshi, Caribbean and Black).

The Active Scotland Outcomes Indicator Equality Analysis, in 2015, reported: From 2008 to 2011, adults of Pakistani background (27%) were the least likely to achieve the recommended physical activity guidelines compared to the national average of 37%.

In the Scottish Household Survey 2018: Neighbourhoods and Communities, it was reported that:

- In 2018, minority ethnic adults were more likely to have experienced discrimination in the previous 12 months (17%) compared to white adults (8%);
- Minority ethnic adults were also more likely to have experienced harassment (11%) than adults from 'White' ethnic groups (6%).

Since April 2012, information on ethnic group at the time of death registration has been collected to contribute to the Scottish health data on ethnicity. This was introduced in response to the recommendations of the Health in our multi-ethnic Scotland report in 2009.

The Scottish Public Health Observatory<sup>139</sup> stated a series of key points in 2020 about the ethnic minority population groups:

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<sup>137</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>138</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

<sup>139</sup> Scottish Public Health Observatory (2020) Ethnicity Population Group. Available at: <https://www.scotpho.org.uk/population-groups/ethnic-minorities/key-points/>

- Scotland has a number of White ethnic minority groups, including those of English, Irish and Eastern European origins. However, this section focuses on the non-White minority groups, which formed 4% of the Scottish population in the 2011 Census. This total does not include gypsy travellers, refugees, asylum seekers or migrant workers;
- Minority ethnic groups are younger than the general population and many were born in Scotland;
- The largest non-White minority ethnic group is Pakistani (White Irish are a larger ethnic group but are not included in the 4% figure for non-White minority groups);
- There is a clear policy commitment in Scotland to address discrimination against minority ethnic groups and inequalities in health;
- Initiatives to improve the routine collection and analysis of data on ethnicity have been partially successful. The completeness and quality of the ethnicity coding is now sufficient to allow publication and wider use of the data. These improvements should enhance our understanding of ethnic inequalities in health and support action to reduce them;
- Minority ethnic groups in general have lower mortality than the general population, but may have specific health problems, such as heart disease and diabetes among South Asians.

**sportscotland** via surveys and additional research reported that, between 2017 and 2020:

- 95% of coaches surveyed in 2017 identified as being White (Scottish, other British, Irish, Other), 1% Any other ethnic group, 1% Mixed or multiple ethnic origin, 2% prefer not to say, other 1% are made up of Asian, Asian Scottish or Asian British; Mixed or multiple; African; Caribbean or Black;
- 96% of members of clubs surveyed in 2020 identified as being White (Scottish, other British, Irish, Other), 2% said Asian, Asian Scottish or Asian British; Mixed or multiple; African; Caribbean or Black; Other ethnic group, and 2% said prefer not to say or don't know;
- 89% of pupils at schools surveyed in 2020 identified as being White (Scottish, other British, Irish, Other), 7% said Asian, Asian Scottish or Asian British; Mixed or multiple; African; Caribbean or Black; Other ethnic group, and 3% said prefer not to say or don't know.

## Developments in policy and legislation

The Scottish Government released a framework for promoting race equality and tackling racism and inequality between 2016 and 2030.<sup>140</sup> It states that its approach is to bring about positive changes to the systems and practices that sustain inequalities, even if these are unintentional and that the values, biases, and behaviours that fuel prejudice must be identified, understood, and changed. This framework has a number of key principles at its foundation, principle 13 directly connects to sport:

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13. Promote inclusiveness and participation by making better connections between minority ethnic communities, organisations and institutions involved in heritage, culture, sports and media

In this principle, it is directly stated that the Scottish Government will: advance work with **sportscotland**, the Equality and Human Rights Commission (EHRC), and other partners to reduce inequality and increase participation of minority ethnic communities in physical activity and sport, in line with the Active Scotland Outcomes Framework and building on the recent report published by sportscotland into equality in Scottish sport.<sup>141</sup>

This was followed up with the specific action published in 2017 that the Scottish Government “will ensure **sportscotland** monitors and evaluates the impact of the £2m investment for SGBs on minority ethnic participation in sport and physical activity and share the learning across SGBs so it can be used to inform their equality action plans and programme delivery, ensuring they continue to engage minority ethnic communities in sport and physical activity, with the aim of increasing minority ethnic participation in physical activity and sport.”<sup>142</sup>

In a 2018 evaluation of supplementary investment by **sportscotland** into SGBs,<sup>143</sup> it was reported that in terms of equalities and inclusion investment:

- Demand for the Equalities and Inclusion investment of £750,000 was strong. A total investment of £1,654,079 was requested by 30 SGBs in their Business Cases to **sportscotland**. This was more than double the investment available. A total of £665,099 was awarded to 17 SGBs;
- Many SGBs awarded investment were successful in securing additional investment from a range of other sources to support project delivery. SGBs also invested a

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<sup>140</sup> Scottish Government (2016) Race equality framework for Scotland 2016 to 2030. Available at: <https://www.gov.scot/publications/race-equality-framework-scotland-2016-2030/>

<sup>141</sup> Scottish Government (2016) Race equality framework for Scotland 2016 to 2030. Available at: <https://www.gov.scot/publications/race-equality-framework-scotland-2016-2030/>

<sup>142</sup> Scottish Government (2017) A fairer Scotland for all: race equality action plan and highlight report 2017-2021. Available at: <https://www.gov.scot/publications/fairer-scotland-race-equality-action-plan-2017-2021-highlight-report/>

<sup>143</sup> Evaluation of supplementary investment into SGB. Available at: <https://sportscotland.org.uk/media/4284/evaluation-of-suppl-investment-full-report-august-2018.pdf>



significant amount of staff time. Awards made from the Equalities and Inclusion strand varied in size. This ranged from £2,420 (Waterski and Wakeboard Scotland) to a high of £70,000 (Table Tennis Scotland);

- Much of the Equalities and Inclusion investment supported activities to accelerate and expand reach with the inactive and under-represented groups. This included young people, women and girls, older people, disabled people, those living in deprived areas, ethnic minorities communities, and the LGBTI community. Some investment was used to tackle inequality and discrimination in participation in sport, particularly LGBTI discrimination;
- Most activities were aimed at four target groups – women and girls, those living in a deprived area, young people, and disabled people. Fewer projects focussed on reaching older people and the LGBTI community. To a certain extent the same holds true for the inactive and ethnic minorities communities.

It was noted by the 2018 evaluation, that:

- **sportscotland** and SGBs should give consideration to how best to support more activities aimed at specific target groups. This includes LGBTI, ethnic minorities' communities, and older people (where appropriate);
- SGBs cannot address issues of under-representation in sport equally, and this is related to many different factors. The scale of the "ask" by Scottish Government and **sportscotland** therefore needs to be appropriate and relative to the scale of the SGB. Further, there needs to be recognition that some sports are culturally and/or physically more difficult to introduce and develop among certain target groups.

## Snapshots of published practice and literature

Sported research<sup>144</sup> in 2020 reported that Black, Asian and minority ethnic people working or volunteering in community sport can feel "patronised and poorly represented" within the grassroots and community sport sector, according to new research published by Sported:

**IT CARRIED OUT THE QUALITATIVE RESEARCH THIS SUMMER (2020) IN THE WAKE OF THE BLACK LIVES MATTER (BLM) PROTESTS. BETWEEN AUGUST AND SEPTEMBER, IT CONDUCTED FOCUS GROUPS WITH 15 ORGANISATIONS IN ITS NETWORK, ACROSS ALL FOUR HOME NATIONS, IN ORDER "TO UNDERSTAND DIRECTLY FROM MEMBERS THEIR EXPERIENCES OF RACISM WITH THE COMMUNITY SPORT SECTOR".**

**IT IS ALREADY WELL ESTABLISHED THAT DISCRIMINATION AND UNEQUAL ACCESS TO OPPORTUNITIES FACED BY BLACK, ASIAN AND MINORITY ETHNIC PEOPLE IN THE UK ARE PREVALENT IN THE SPORTS SECTOR. ACCORDING TO SPORTING EQUALS RESEARCH FROM 2018, JUST 3% OF BOARD MEMBERS OF**

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<sup>144</sup> Sported (2020) Tackling racism at the grassroots. Available at: <https://sported.org.uk/tackling-racism-media-release/>

**NATIONAL GOVERNING BODIES ARE BLACK, WHILE 40% OF BLACK, ASIAN AND MINORITY ETHNIC PARTICIPANTS SAID THEIR EXPERIENCES OF LOCAL SPORT OR LEISURE CLUBS HAD BEEN NEGATIVE, COMPARED TO JUST 14% OF WHITE BRITISH PARTICIPANTS.**

**SOME OF THE COMMENTS IN THE REPORT, WHICH ARE ALL ANONYMOUS, INCLUDE:**

- **ON SYSTEMIC RACISM: “WE’RE NOT TRUSTED WITH MONEY.”**
- **ON EQUALITY: “THE EXPERIENCES I HAD GROWING UP, I DON’T WANT THAT FOR THE NEXT GENERATION.”**
- **ON REPRESENTATION IN SPORTS GOVERNANCE: “WHATEVER WE FEED IN, THE STRATEGY WILL STILL BE PLAYED OUT THROUGH A WHITE LENS.”**

**RECOMMENDATIONS FROM THE REPORT INCLUDE ACTIONS FOR SPORTED:**

- **CREATE CAPACITY FOR AN ONGOING BLM WORKING GROUP TO DISCUSS FINDINGS AND AGREE ACTIONS;**
- **ENSURE SAFE SPACES OR FOCUS GROUPS TO SHARE EXPERIENCES AND DEVELOPS IDEAS, E.G. COMMUNITY COHESION EVENTS;**
- **CHALLENGE SPORTS COUNCILS AND NATIONAL GOVERNING BODIES (NGBs) TO REVIEW REPRESENTATION AND PATHWAYS FOR INDIVIDUALS;**
- **IDENTIFY LEADERS FROM DIFFERENT SECTORS AND PROVIDE PLATFORMS TO AMPLIFY OR SPOTLIGHT ISSUES;**
- **REVIEW POTENTIAL BIAS IN FUNDING STREAMS, AND CONTINUALLY QUESTION SUITABILITY FOR TARGET AUDIENCES;**
- **GENERATE MORE MULTI-MEDIA CONTENT AND CASE STUDIES TO HIGHLIGHT BEST PRACTICE AND CASE STUDIES;**
- **ALLOW PARTICIPANTS TO DESCRIBE THEIR OWN IDENTITY (INCLUDING PROTECTED CHARACTERISTICS) AND AGREE TO BE OPEN AND HONEST.**

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The charity’s Chief Executive, commented: “At Sported, we felt compelled to act in the wake of the Black Lives Matter protests. Black, Asian and minority ethnic people are telling us they feel patronised and poorly represented in grassroots and community sport right across the UK. As an industry, it is evident that much more needs to be done. Sported is committed to improving the opportunities and experiences of our members – as we feel they are best placed to drive the change we want to see. We also invite any other organisations to input into the findings of the research, or share them across their own networks.”

**KEY THEMES ON TACKLING RACISM AT THE GRASSROOTS, ACCORDING TO THE SPORTED RESEARCH, ARE:**

- **“SYSTEMIC RACISM - WHITE PRIVILEGE, UNCONSCIOUS BIAS;**
- **CURRENT APPROACHES TO TACKLING RACISM - PEOPLE FEEL LABELLED; DIVERSITY AND EQUALITY POSITIONS;**
- **USUALLY FILLED BY WHITE WOMEN; (?)**
- **MORE MONEY IN OTHER AREAS OF EQUALITY – PEOPLE FEEL MORE COMFORTABLE TALKING ABOUT GENDER THAN RACE; THE BLM [BLACK LIVES MATTER] AGENDA - GREAT TO SEE COMMITMENT, BUT SOME ARE JUST JUMPING ON THE BANDWAGON;**
- **REPRESENTATION IN SPORT - NOT ENOUGH REPRESENTATION ON NGBs, SPORTS COUNCILS, OR MANAGEMENT/ DIRECTOR POSITIONS OF SPORTS CLUBS; DISCONNECT BETWEEN PARTICIPANTS AND OVERALL LEADERSHIP;**
- **FUNDING - DIVERSITY FUNDING STREAMS NOT DESIGNED BY DIVERSE GROUP OF PEOPLE – GOT TO WRITE A FUNDING BID TO OVERCOME RACISM, BUT THROUGH A WHITE LENS – FUNDING GOES TO WHITE-LED CLUBS SHORT-TERM FUNDING, SMALL POTS DON’T CREATE CHANGE. SEE IDEAS THEY’VE PUT IN FUNDING APPLICATIONS, COPIED AND REPLICATED ELSEWHERE ‘WORKING WITH BLACK, ASIAN AND MINORITY ETHNIC.’”<sup>145</sup>**

In a One Scotland report around women and girls, the research described:

**“RESEARCH HAS SHOWN THOSE OF SOUTH ASIAN ORIGIN IN SCOTLAND TEND TO ENJOY THE SAME PHYSICAL ACTIVITIES AS THE WIDER POPULATION AND HAVE SIMILAR MOTIVATIONS FOR WANTING TO ENGAGE IN THEM, BUT THAT MANY, PARTICULARLY WOMEN, HAVE BEEN DISCOURAGED BY THEIR CULTURAL BACKGROUND AND ATTITUDES OF OLDER MEMBERS OF THEIR FAMILIES OR COMMUNITY. FOR SOME ETHNIC MINORITY WOMEN, THE APPROPRIATENESS OF SPORTS CLOTHING, SELF-IMAGE, CONCERNS ABOUT BODY SHAPE NORMS AND LACK OF SINGLE-SEX SESSIONS FOR SPORTS SUCH AS SWIMMING HAVE BEEN FOUND TO BE BARRIERS. A REPRESENTATIVE SURVEY CONDUCTED BY THE OFFICE OF NATIONAL STATISTICS IN ENGLAND IN 1999-2000 FOUND THAT HOME AND FAMILY RESPONSIBILITIES PREVENTED A SIGNIFICANT PROPORTION OF ETHNIC MINORITY WOMEN (OVER 40%) FROM PARTICIPATING IN THE SPORTS THEY WOULD LIKE TO DO. THE COST OF SPORTS (PARTICULARLY IN RELATION TO CHILDREN’S SPORTS) HAS ALSO BEEN CITED AS A BARRIER TO PARTICIPATION BY THOSE OF ETHNIC MINORITIES.”<sup>146</sup>**

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<sup>145</sup> Sported (2020) Tackling racism at the grassroots. Available at: <https://sported.org.uk/tackling-racism-media-release/>

<sup>146</sup> One Scotland (Online) Sport – What we already know. Available at: <https://onescotland.org/nacwg-news/sport-what-we-already-know/>

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### EXAMPLE: SGB supplementary funding – Athletics and jogscotland

*Scottish Athletics in submitting its application to the advanced Equality Standard for Sport summarised its key headlines around the jogscotland project and offered points about engaging with people from ethnic minority background, plus how to capture the intersectionality of the project.<sup>147</sup> The project was expanded with further funding from the Changing Lives Fund, “The funding will enable us to improve the number of people from black and minority ethnic (BME) communities participating in jogscotland programmes.*

*The new project, called Community Strides, will work in Glasgow, Edinburgh, Dundee and Aberdeen, helping people to improve their physical and mental health by being active. The project will officially begin in the new year, but will build on the great work already achieved.<sup>148</sup>*

*A new project in Dundee is supporting people in BAME communities to be more included in their community and have more opportunities for physical activity. Community Strides is a partnership between jogscotland, part of Scottish Athletics, and SAMH (Scottish Association for Mental Health).*

*The jogging group meet at the Dundee International Women’s Centre weekly. For many of the women taking part, it was the first time they had exercised in public. It was a big leap for many of them, which has taken courage. Now around 15 women are active in the newly established running class, one of the participants is Nasreen, who wasn’t involved in any sporting activity before joining the class.*

### Useful<sup>149</sup> links

- Coalition for Racial Equality and Rights - <https://www.crer.scot/>
- BEMIS - <https://bemis.org.uk/>
- Sporting Equals – <http://www.sportingequals.org.uk/>
- Spoted - <https://spoted.org.uk/>
- Runnymede Trust - <https://www.runnymedetrust.org/>

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<sup>147</sup> Scottish Athletics (2019) Submission for the Advanced Level of the Equality Standard for Sport. Available at: [https://www.scottishathletics.org.uk/wp-content/uploads/2019/09/Scot\\_Athletics\\_Equality\\_Sport\\_Report\\_04-06-19.pdf](https://www.scottishathletics.org.uk/wp-content/uploads/2019/09/Scot_Athletics_Equality_Sport_Report_04-06-19.pdf)

<sup>148</sup> Jogscotland (2019) Changing Lives Fund. Available at: <https://jogscotland.org.uk/changing-lives-fund/>

<sup>149</sup> Note: any external links should be read alongside learning note content, which will be available via the sportscotland website.



## 6. Gender and sport

### Overview of the topic

Men still have consistently higher participation rates than women. Women comprise a minority of board members, though make up equal numbers in the **sportscotland** workforce (though women are far more likely to be in less senior roles). This chapter additionally examines evidence around motivations, media and governance.

The term and topic of gender featured in the 2015 published quantitative analysis of Active Scotland Outcomes equality analysis<sup>150</sup> (under the headings of gender and pregnancy and maternity) and the 2016 published qualitative research on equality and sport (under the heading of sex and pregnancy and maternity).<sup>151</sup> The following section builds on the published evidence and research contained in the 2015/16 documents.

**Sex** - refers to either a man or a woman (Equality Act 2010).

**Pregnancy and maternity** - refers to the condition of being pregnant or expecting a baby, and maternity refers to the period of 26 weeks after birth. The Equality Act 2010 protections also cover a woman who has had a miscarriage (Equality Act 2010).

**Marriage and Civil Partnership** - refers to people who have entered into a marriage or a civil partnership (Equality Act 2010).

### Update on statistical evidence resources

In 2019, Rowe reported that sports participation rates in Scotland are significantly higher for men than they are for women. Gender difference is more marked when walking is excluded and the 'gender gap' in sports participation (excluding walking) has persisted over the last ten years (58% men to 49% women in 2017). The 'gender gap' in sports participation starts very young. More girls (79% in 2017) than boys (76%) participate at the age of 8-10 years but girls' participation drops markedly as they move into their teenage years. The outcome is that by the age of 13-15 years more girls do not participate in sport (55%) than boys (45%).<sup>152</sup>

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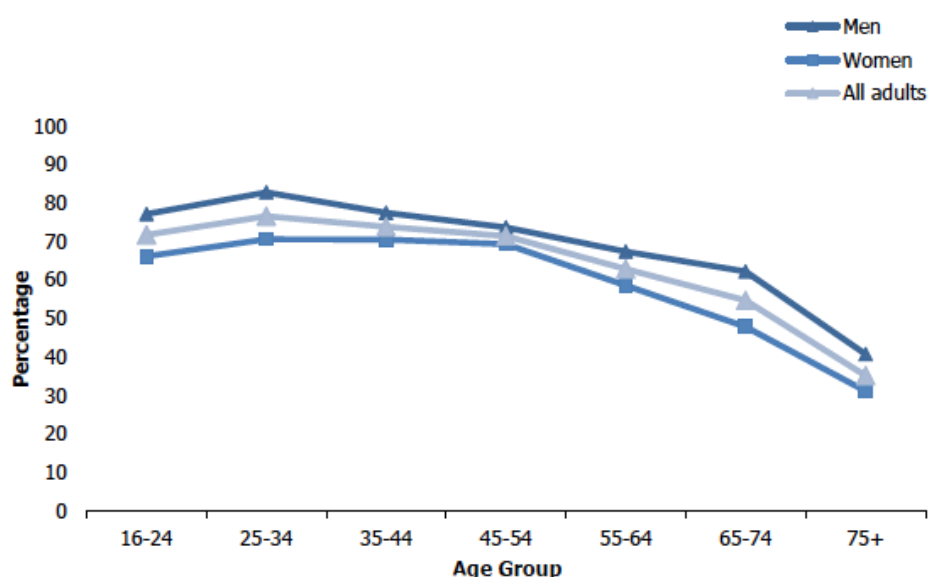
<sup>150</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>151</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

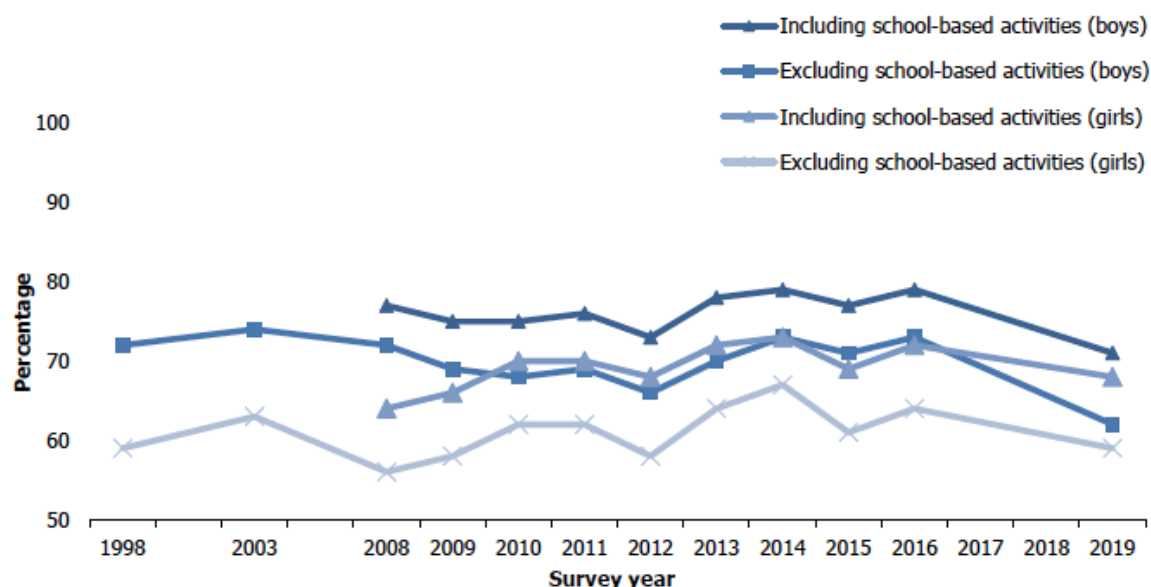
<sup>152</sup> Rowe (2019) Sports Participation in Scotland: Trends and Future Prospects. Available via the Observatory for Sport in Scotland website: <https://www.oss.scot/wp-content/uploads/2019/06/Final-Revised-participation-report-for-publication28-05-2019.pdf>

The graphs and tables below support and illustrate the point above, the statistics are taken from the most recent Scottish Government surveys and data:

### Scottish Health Survey<sup>153</sup> - Adult adherence to MVPA guidelines<sup>154</sup>, 2019, by age and sex



### Scottish Health Survey<sup>155</sup> - Proportion of children meeting physical activity guidelines including and excluding school-based activities, 1998 to 2019, by sex



<sup>153</sup> Scottish Government (2019) Scottish Health Survey. Available at: <https://www.gov.scot/collections/scottish-health-survey/>

<sup>154</sup> Meets moderate / vigorous physical activity guidelines of 150 minutes of moderate physical activity, 75 minutes of vigorous physical activity, or an equivalent combination of these each week

<sup>155</sup> Scottish Government (2019) Scottish Health Survey. Available at: <https://www.gov.scot/collections/scottish-health-survey/>

## Scottish Household Survey<sup>156</sup> – Participation in physical activity and sport:

**Table 8.2: Participation in physical activity and sport in the past four weeks by gender and age group**

Percentages, 2018 data

Adults	Men	Women	Identified in another way	Refused	16 to 24	25 to 34	35 to 44	45 to 59	60 to 74	75 plus	All
Walking (at least 30 minutes)	66	70	*	*	66	74	75	72	66	43	68
Swimming	16	18	*	*	15	23	27	16	12	4	17
Keep Fit /Aerobics	9	19	*	*	15	18	19	14	11	6	14
Multigym / Weight Training	19	11	*	*	28	25	20	12	6	1	15
Running / Jogging	15	12	*	*	24	23	23	10	3	0	14
Cycling (at least 30 minutes)	17	9	*	*	15	15	18	16	7	2	13
Dancing	4	11	*	*	11	9	9	8	7	3	8
Football	12	1	*	*	19	12	8	4	1	0	7
Golf	11	1	*	*	6	6	6	6	7	5	6
Snooker / Billiards / Pool	9	2	*	*	11	8	6	4	2	1	5
Bowls	3	2	*	*	1	2	2	1	4	4	2
Other	10	9	*	*	8	14	10	10	8	5	9
None of these	19	22	*	*	13	11	13	19	27	47	20
Any sporting participation (inc. walking)	81	78	*	*	87	89	87	81	73	53	80
Any sporting participation (exc walking)	59	49	*	*	68	67	66	53	40	23	54
Base	4320	5380	0	0	680	1300	1370	2390	2540	1430	9,700

Columns add up to more than 100 per cent as multiple responses allowed.

**sportscotland** and One Scotland via surveys and additional research reported that, between 2017 and 2020:

- With regards to sports governing bodies in Scotland, 32% of board members were women in 2017-18. At the time of writing, five of twelve **sportscotland** board members were female;
- Within **sportscotland**, the Scottish national agency for sport, 51% of employees were women in 2018 (up from 46% in 2017). Breakdown by job grade shows that they are more likely to be in lower-paid positions than their male colleagues;
- Around 40% of sports coaches in Scotland were female in 2017, up from 32% in 2015.

We did not find substantial quantitative national data on pregnancy and maternity or marriage and civil partnership and sport.

## Developments in policy and legislation

The Scottish Government is working to reduce and, ultimately, remove the barriers to equality faced by women and men in Scotland. These barriers arise in a range of social and economic spheres.

<sup>156</sup> Available at:

<https://www.gov.scot/binaries/content/documents/govscot/publications/statistics/2019/09/scotlands-people-annual-report-results-2018-scottish-household-survey/documents/chapter-8-physical-activity-sport/chapter-8-physical-activity-sport/govscot%3Adocument/chapter-8-physical-activity-sport.pdf>



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Our Gender Equality team works across the Scottish Government to: promote equality of opportunity between women and men, support colleagues in understanding, in all their diversity, the different needs of women and men. It all helps towards achieving the gender equality objectives we set out as a government.<sup>157</sup>

More specific developments in policy and legislation in the past five years around gender, all of which have direct relevance for sport, have included:

- First Minister's National Advisory Council on Women and Girls<sup>158</sup>;
- Gender Representation on Public Boards (Scotland) Act 2018<sup>159</sup>;
- A fairer Scotland for Women: Gender Pay Gap Action Plan<sup>160</sup>.

OneScotland has produced extensive resource and debate around gender, such as the extract below:

**“SEX AND GENDER, AND THE TERMS, ‘MALE/FEMALE’ AND ‘MAN/WOMAN’ ARE OFTEN USED AND UNDERSTOOD INTERCHANGEABLY. HOWEVER, IN THE RESEARCH LITERATURE, SEX AND GENDER ARE CONSIDERED SEPARATELY. GENDER NORMS ARE LEARNED AND ARE NOT FIXED; THEY EVOLVE AND CHANGE OVER TIME. THE ROLES, BEHAVIOURS OR ACTIVITIES ACCEPTED AS ‘NORMAL’ CAN DIFFER BETWEEN SOCIETIES. SOCIETIES VARY IN HOW RIGIDLY THEY APPLY GENDER STEREOTYPES, AND THE AMOUNT OF FLEXIBILITY THEY ALLOW INDIVIDUALS IN INTERPRETING THEIR OWN GENDER IDENTITY. UNLESS CHALLENGED, GENDER STEREOTYPES CAN BE FORMED AND REINFORCED VERY EARLY IN A CHILD'S LIFE. UNQUESTIONED SOCIAL ACCEPTANCE OF GENDER STEREOTYPES IMPLIES MORE LIMITED OPPORTUNITIES FOR INDIVIDUALS, AND PHYSICAL AND MENTAL HEALTH RISKS IF THEY DO NOT COMPLY WITH THOSE STEREOTYPES”.**<sup>161</sup>

The extract here illustrates the progressed review and translation of policy and legislation into a cross sector debate around gender.

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<sup>157</sup> One Scotland (Online) Gender Equality. Available at: <https://onescotland.org/equality-themes/gender/>

<sup>158</sup> More information available at: <https://onescotland.org/equality-themes/advisory-council-women-girls/>

<sup>159</sup> More information available at: <https://www.gov.scot/publications/gender-representation-public-boards-scotland-act-2018-statutory-guidance/>

<sup>160</sup> More information available at: <https://www.gov.scot/publications/fairer-scotland-women-gender-pay-gap-action-plan/>

<sup>161</sup> Scottish Public Health Observatory (2019) Gender: introduction. Available at: <https://www.scotpho.org.uk/population-groups/gender/introduction/>

## Snapshots of published practice and literature

### EXAMPLE: Women and Girls in Sport Fund - Judo Girls Rock<sup>162</sup>

*How was Judo Girls Rock funded?*

*In 2014 we ran a pilot project with Active East at just one venue in the east end of Glasgow, which generated momentum and interest in girls who wanted to get involved in judo. In 2015 we joined up with Scottish Sport Futures who helped source some funding from Comic Relief to run a wider project in Glasgow. It was a huge success and was attracting more and more girls, so when we got some supplementary investment in 2017 it enabled us to take the project nationwide. In addition, we built on our visually-impaired programme, where there was previously nothing at grassroots level, and introduced (once again with some amazing partners in Scottish Disability Sport, Guide Dogs and Visibility) more people into the sport through the programme, and the creation of a West Disability Hub (adding to the already established Hub in the East).*

*How does Judo Girls Rock work?*

*After the pilot project in Glasgow, an application process was opened up to member clubs and we expanded the programme to five additional venues: Inverness, Fort William, Irvine in Ayrshire, Lasswade in Midlothian and Galashiels in the Borders. Successful applicants received investment from JudoScotland to support the girls in the early stages of their judo journey. We looked at the environment and tried to remove as many of the barriers as possible, asking the question: 'What stops a group from taking part in Judo?' The members receive JudoScotland membership and a grading free of charge, enabling them to get started and providing an initial sense of achievement. When youth workers provide assistance to our clubs, they find there is more to the programme than just judo. The youth workers are able to promote healthy eating and look at issues such as body image and online security during workshops, which have been delivered in all five areas based on the original programme set up by Active East. Where there hasn't been a youth worker in place, often a local judo coach will pick up these sessions.*

*In what ways has the programme developed?*

*Many of the girls from the original groups are still involved and still focused on judo, although we have been forced to merge some of the venues where costs became an issue when the funding ended. In some cases the group has merged with the mainstream judo programme within the host club. Now that the investment has come to an end, some support remains but the model is evolving in different ways in each area to ensure sustainability. We have seen signs of retention, first, and then signs of progression. Where the girls are staying involved, they are starting to progress by working their way through the grading system and participating in events outside of their Judo Girls Rock session.*

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<sup>162</sup> Further evaluation, available in Ekos (2018) Evaluation of supplementary investment for SGB. Available at: <https://sportscotland.org.uk/media/4284/evaluation-of-suppl-investment-full-report-august-2018.pdf>

*What challenges have you overcome?*

*We have regional development officers (RDOs) in the east and west and the original project in Glasgow had been supported by the west RDO and was overseen by our national development executive. Working together they were able to identify key local partners who provided invaluable support. When we extended the project to the other regions where we do not have an RDO, we didn't have the local knowledge to assemble similar groups of people with a shared vision, which had been the lifeblood of the project in Glasgow. In some areas, our partnerships were able to provide dedicated youth workers to support the programme, which had a significant impact. Many clubs found the programme more challenging where additional support was not available.<sup>163</sup>*

### **Useful<sup>164</sup> links**

- Scottish Women in Sport - <https://www.scottishwomeninsport.co.uk/>
- Women in Sport - <https://www.womeninsport.org/>
- Women's Sports Foundation - <https://www.womenssportsfoundation.org/>

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<sup>163</sup> Sportfirst (2018) Focus on Judo. Available at: <https://sportfirst.sportscotland.org.uk/articles/focus-on-judo/>

<sup>164</sup> Note: any external links should be read alongside learning note content, which will be available via the **sportscotland** website.

## 7. Gender reassignment and sport

### Overview of the topic

This is a very topical issue in sport and one which can increasingly polarise opinion. Much of the evidence around this topic is still emerging and is presented in this section along with a range of best practice examples.

The term and topic of gender reassignment featured in the 2015 published quantitative analysis of Active Scotland Outcomes equality analysis<sup>165</sup> and the 2016 published qualitative research on equality and sport.<sup>166</sup> The following section builds on the published evidence and research contained in the 2015/16 documents.

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex (Equality Act 2010).

### Update on statistical evidence resources

In 2020, a UK wide survey reported on attitudes to transgender people, surrounding regional differences it was noted: "The proportion of men who would feel comfortable with a transgender man using men's public toilets was lowest in Scotland (44%), and highest in Wales and the South East of England (both 65%)."<sup>167</sup>

The survey revealed:

- 51% of respondents said they would be comfortable or very comfortable with trans women accessing a women's refuge; with 24% feeling very comfortable and 22% neither agreeing or disagreeing. The percentage who were comfortable or very comfortable had dropped by 10% from the previous survey in 2016;
- The proportion of respondents who said they were not personally prejudiced against transgender people has remained at similar levels, between 82% and 84% since 2016;
- The proportion of women who reported themselves to be comfortable with a transgender woman using women's public toilet decreased from 72% to 66%;

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<sup>165</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>166</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

<sup>167</sup> Equality and Human Rights Commission (2020) New research reveals positive attitudes towards transgender people. Available at: <https://www.equalityhumanrights.com/en/our-work/news/new-research-reveals-positive-attitudes-towards-transgender-people>

- There is widespread acceptance of transgender people in roles such as police officers and primary school teachers (84% and 75% of respondents respectively).

In a survey of publications and research since 2015 and more historically, **sportscotland** via surveys and additional research do not have up to date data as all questions are written in gender binary, or the evaluation does not include gender reassignment.

*We did not find substantial quantitative national data on gender reassignment and sport.*

## **Developments in policy and legislation**

A number of significant policies have been introduced in recent years aimed at tackling issues of inequality and discrimination in Scotland. The Scottish Government<sup>168</sup> stated policy actions around Transgender equality issues include:

- Including intersex as part of our equality approach since 2014;
- Working with the Scottish Transgender Alliance (STA) to increase the level of understanding of issues around gender identity and reassignment;
- In 2019, launched the Gender Recognition Reform (Scotland) Bill: Consultation;
- The Scottish Census 2021 will contain revised questions around sex/gender identity and gender reassignment.

The Chief Executive of the Equality and Human Rights Commission, in 2020, said:

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“Trans people deserve the same dignity and respect as anyone else. They must be able to participate fully in our communities without fear or prejudice. Although it is clear that we are progressing towards being a more inclusive and understanding society, these findings show that when probed, people were found to be less supportive of trans people in specific situations. Strong views and differences in opinion are signs of a healthy democracy. This research suggests that we need to improve the level of understanding on the key facts surrounding the debate. The vast majority of British people believe transphobia is wrong. We need to understand some of the shifts, though, such as the slight reduction in support for access by trans people to some services. The best way forward is by both sides improving the level of discourse.

We need clear conversations and proper debate about what the law and policy actually mean in practice, and what would be the practical effect of any changes – dialogue must be constructive, tolerant and based on the facts. This includes challenging prejudices, calling out abusive behaviour and being open about the rights and needs of everyone

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<sup>168</sup> Scottish Government (Online) LGBTI Policy. Available at: <https://www.gov.scot/policies/lgbti/>

involved. The Government ought to take the lead on building constructive and pragmatic discussions on issues affecting trans people.”<sup>169</sup>

In Scotland in 2019, the Scottish Government produced a draft Bill consultation document, the draft Bill reforms the process by which trans people gain legal recognition of their lived gender through a gender recognition certificate. The reforms to the Gender Recognition Act 2004 were consulted on in 2017/18 and government received over 15,500 responses with the majority showing support for reform. Since that consultation, the debate on gender recognition has become more polarised, both in Scotland and elsewhere.<sup>170</sup>

## Snapshots of published practice and literature

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### EXAMPLE: Edinburgh Frontrunners

*We are a running club for lesbian, gay, bisexual, transgender, intersex and straight friends. Membership is open to all, regardless of age, gender identity or expression, sexuality or running ability. Edinburgh Frontrunners is the UK's ninth and Scotland's third Frontrunners club, and part of an international collection of Frontrunners groups with branches in over 100 cities around the world!*

*We hold two recreational club runs each week, on Wednesday evenings and Saturday mornings. All runs depart from a leisure centre, with both venues offering cubiced showers and gender neutral changing areas. Showers cost £1.70, and lockers use a refundable £1 coin deposit or token. After each run, we go to a nearby pub or cafe for food and drinks.*

*We use three main channels for outbound communication: this website, our facebook group and events page, and twitter. You can contact us using the email form on the Contact page or through facebook. And we're on instagram too of course! We'd love to hear from you!*<sup>171</sup>

**History:** *EFR originated from a more informal club started by a group of friends at the University of Edinburgh. GURL (Gay Urban Running League) began in 2011, running once or twice a week. As word spread, they were joined by new members from outside*

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<sup>169</sup> Equality and Human Rights Commission (2020) New research reveals positive attitudes towards transgender people. Available at: <https://www.equalityhumanrights.com/en/our-work/news/new-research-reveals-positive-attitudes-towards-transgender-people>

<sup>170</sup> More information available via the Scottish Government, here: <https://www.gov.scot/publications/gender-recognition-reform-scotland-bill-consultation-scottish-government/>

<sup>171</sup> Edinburgh Frontrunners (Online) Home. Available at: <https://www.edinburghfrontrunners.org/>

*the university community. This helped to sustain the group through the summer periods.*

*In the autumn of 2013, some regular GURL runners started looking for a way to formalise the club, add more runs and perhaps start entering teams in races and other events. Some had great experiences running with Frontrunners clubs in Vancouver, Manchester, Glasgow, Newcastle and other cities. Edinburgh Frontrunners was informally launched in October 2013, and formally constituted at the Inaugural General Meeting on 11 December 2013.*

*Since then EFR has become an established member of the global frontrunners community, regularly hosting international frontrunner visitors, and playing an active role in the local and national LGBTI+ community.*

*We've helped raise the visibility of the many types of diversity within the community, and shaped emerging rule changes in ScottishAthletics (and then UK Athletics). We also hold the first ever official ScottishAthletics permit for a race with the Non-binary category and we continue to advocate for inclusion and diversity whenever we get the opportunity, which won us the 2018 JogScotland Group of the Year Award for our advocacy and pioneering work.<sup>172</sup>*

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### **Supporting transgender young people for schools in Scotland, LGBT Youth Scotland and Scottish Trans Alliance**

As noted by the Scottish Government<sup>173</sup> in 2019: “This guidance has not informed LGBT inclusive education policy. While the Scottish Government is supportive of the guidance, we did not take any decision to formally endorse the guidance as we do not take a prescriptive approach to the curriculum in Scotland. It is up to individual schools and local authorities how they deliver relevant and engaging learning, and who they work with to do so”.<sup>174</sup>

The guidance stated:

Activities - Some transgender young people find PE classes very difficult because they are concerned about not having their gender identity accepted, or about their physical characteristics. Teachers should consider any request for reasonable adjustments sensitively.

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<sup>172</sup> Edinburgh Frontrunners (Online) About. Available at: <https://www.edinburghfrontrunners.org/about>

<sup>173</sup> Scottish Government (2019) FOI/EIR Release. Available at: <https://www.gov.scot/publications/lgbti-inclusive-education-minutes/>

<sup>174</sup> LGBTI Inclusive Education Working Grouping Minutes. Available at: <https://www.gov.scot/publications/lgbti-inclusive-education-minutes/>

*We recommend:*

- *PE classes that focus on team work and physical activity rather than gender-specific activities; ensuring PE activities are gender neutral will help trans young people feel able to engage*
- *If school competitions or classes are organised by gender, a transgender young person should be allowed to compete in the category which matches their gender identity. For a non binary young person, check which group they would feel most comfortable being with*
- *For inter-school competitions not governed by national sports bodies, the same standards should apply. It may be helpful to a young person if you speak to the equivalent staff in the other school(s) to let them know there is a trans learner in your team/competition, but only with the young person's consent*
- *National and international sports governing bodies have their own inclusion policies for highlevel competitions. If you are concerned about a trans learner participating, you should contact the sport's SGB directly*

*Clothing - Good practice in PE, sport and related clothing includes:*

- *Allowing transgender young people to wear sportswear which matches their expressed gender identity*
- *For swimming, skirted swimsuits, baggy shorts, lycra surfing tops or short wetsuits are alternatives for transgender young people (similar to modest swimwear worn by young people from some faith groups).<sup>175</sup>*

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### **Non-binary in sport resource**

A new booklet which aims to provide sports organisations and organisers; sports regulators and governing bodies; and members of sporting communities with a resource to help accessibility for non-binary people and people of all genders, has been produced.<sup>176</sup> The booklet includes:

A summary of a research workshop which took place specifically to explore non-binary inclusion in sport;

Three case studies showcasing examples of non-binary inclusion, derived from people's lived experiences of organising and participating in sport;

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<sup>175</sup> LGBT Youth (Online) Supporting Transgender Young People, Guidance for Schools in Scotland. Available at: <https://www.lgbtyouth.org.uk/resources/?topic=Transgender>

<sup>176</sup> Leap Sports Scotland (2020) New non-binary in sport resource published. Available at: <https://leapsports.org/news/nb-resource>



Some tips for being a non-binary ally.

The booklet is based upon '*New Identities and Sport: Rising to the Challenge*', an event hosted by the University of Central Lancashire in October 2019 as part of a Wellcome Trust project. The event brought together many academics and activists in the field including LEAP Sports and a strong contingent of activists from Scotland. The resource also features a case study of Edinburgh Frontrunners.

Commenting on the launch of the booklet, Helen Spandler, Professor of Mental Health Studies from University of Central Lancashire said:

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“Sport tends to be heavily regulated in terms of outdated ‘binary’ notions of sex and gender. In other words, people usually have to identify as exclusively male or female in order to compete. Rather than being a niche or marginal issue, we believe this issue effects more people than is often realised. Yet there is little information currently available on this subject. We wanted to show how sports organisations can more pro-actively include people whose gender identities are non-binary i.e. not exclusively or consistently male or female. The modest proposals suggested in this booklet could not only benefit non-binary people, but could also help positively transform sport for everyone”.<sup>177</sup>

## Useful<sup>178</sup> links

- Scottish Trans Alliance - <https://www.scottishtrans.org/>
- GIRES - <https://www.gires.org.uk/>
- Leap Sports Scotland - <https://leapsports.org/>
- Gendered Intelligence - <http://genderedintelligence.co.uk/>

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<sup>177</sup> Leap Sports Scotland (2020) New non-binary in sport resource published. Available at: <https://leapsports.org/news/nb-resource>

<sup>178</sup> Note: any external links should be read alongside learning note content, which will be available via the **sportscotland** website.

## 8. Mental health and sport

### Overview of the topic

Evidence around mental health and sport is growing as this becomes an increasingly understood area of policy and practice. The importance of club membership and wider participation to mental health and wellbeing in Scotland is becoming much better understood and mental health is becoming a central part of wider government strategy and policy.

The term and topic of mental health was not explicitly featured in the 2015 published quantitative analysis of Active Scotland Outcomes equality analysis<sup>179</sup> or the 2016 published qualitative research on equality and sport.<sup>180</sup> It is noted that previous research has considered mental health from within the topic of disability. The following section establishes a review on the published evidence and research to date.

Mental wellbeing is defined by the World Health Organisation as a state of well-being in which every individual realises their own potential, can cope with the stresses of life, can work productively, and is able to make a contribution to their community.

### Update on statistical evidence resources

Scottish Health Survey statistics for 2019 stated:

- Around one in four people are estimated to be affected by mental health problems in Scotland in any one year;
- Similar to previous survey years, mental wellbeing was higher among older than younger adults in 2019;
- In 2019, adults who felt lonely 'often/all of the time' in the last two weeks had lower mental wellbeing (WEMWBS mean score) than those who 'rarely/never' felt lonely.

**sportscotland** via surveys and additional research reported that, between 2017 and 2020:

- Members of clubs surveyed in 2020 identified a strong sense among the respondents that taking part in sport and physical activity through their club was having a clear and positive impact on their mental wellbeing. Both male and female respondents rated sport's impact on their mental wellbeing very positively;
- Pupils at schools surveyed in 2020 identified, that taking part in sport and physical activity through Active Schools has a clear and positive impact on mental wellbeing. Being involved in sport had made 88% of pupils feel happy while 97% said that it made them feel healthy and 89% said it made them feel confident.

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<sup>179</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>180</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

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“I do sport because I feel it clears my head on a bad day and helps my mental health improve.” Secondary School Pupil, extract from the 2020 ASOF Schools survey

## Developments in policy and legislation

The Scottish Government is now in the fourth year of delivering the 10-year Mental Health Strategy: 2017-2027. The strategy is one of many measures to help create a Fairer and a Healthier Scotland.<sup>181</sup>

## Snapshots of published practice and literature

According to Hargreaves and Pringle:

**PHYSICAL ACTIVITY FOR PEOPLE WITH MENTAL HEALTH PROBLEMS HAS BEEN SHOWN TO HAVE MANY BENEFITS. THESE INCLUDE:**

- IMPROVING MENTAL HEALTH SYMPTOMS;
- IMPROVING QUALITY OF LIFE AND IMPROVING PHYSICAL HEALTH.

**A MULTITUDE OF BARRIERS CAN PREVENT PARTICIPATION INCLUDING:**

- LACK OF SUPPORT;
- DENSELY POPULATED ENVIRONMENT;
- LOW SELF-EFFICACY;
- SYMPTOMS OF THE ILLNESS;
- AND SIDE EFFECTS OF THE MEDICATION.<sup>182</sup>

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### EXAMPLE: Community Strides, Scottish Athletics

*We are delighted to announced that jogscotland, working in partnership with SAMH (Scottish Association for Mental Health), is to benefit from a two-year grant from the Changing Lives Fund. The funding will enable us to improve the number of people from black and minority ethnic (BME) communities participating in jogscotland programmes.*

*The new project, called Community Strides, will work in Glasgow, Edinburgh, Dundee and Aberdeen, helping people to improve their physical and mental health by being active. The project will officially begin in the new year, but will build on the great work already achieved in recent months.*

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<sup>181</sup> Scottish Government (2017) Mental Health Strategy 2017-2027. Available at: <https://www.gov.scot/publications/mental-health-strategy-2017-2027/>

<sup>182</sup> Hargreaves and Pringle (2019) “Football is pure enjoyment”: An exploration of the behaviour change processes which facilitate engagement in football for people with mental health problems.

*SAMH will be the lead partner in Community Strides, and we are honoured that the programme is one of just 17 to receive grants. The Changing Lives Fund is a partnership between the Scottish Government, sportscotland, the Robertson Trust and Spirit of 2012. We already work closely with SAMH as partners, and in our work as signatories to their Mental Health Charter for Physical Activity, and now look forward to collaborating further to improve the wellbeing of Scotland's BME communities.*

*An officer for jogscotland, said: "We're so delighted that this grant will give us the chance to extend our reach into communities which are currently under-represented in our membership. Our partnership with SAMH is working brilliantly, and extending our work to help more people experience the physical and mental benefits of being active, is an exciting prospect".*

*We're grateful to the funders for recognising the value of jogscotland and SAMH's work together, and look forward to collaborating to put this new initiative into place."<sup>183</sup>*

*For example:*

*SAMH is a partner of jogscotland and offers their running groups mental health awareness sessions and training for leaders; signposting a support for members; and access to resources. We have trained over 600 jog leaders, and SAMH's mental health awareness training is mandatory for all new jog leaders.<sup>184</sup>*

*The project started when jogscotland jog leaders were asked what they would like to get out of the SAMH partnership, they explained they learn more about mental health and support they can provide within their jogging groups.*

*"They wanted to feel confident talking about mental health, they wanted training to provide that backbone and maybe a signage that would show they're open to that conversation without having to target people".*

*The I'm here pledge includes 3 criteria which each jog leader needs to adhere to:*

- 1. Complete the online SAMH Mental Health Awareness training*
- 2. Use their social media to promote running as a good tool to support both physical and mental health*
- 3. Have conversations regarding mental health on ground level with their groups.<sup>185</sup>*

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<sup>183</sup> Jogscotland (2018) Changing Lives Fund – great news for jogscotland. Available at: <https://jogscotland.org.uk/changing-lives-fund/>

<sup>184</sup> SAMH (Online) sportscotland and jogscotland partnerships. Available at: <https://www.samh.org.uk/get-involved/physical-activity-and-sport/our-projects/sport-partnerships>

<sup>185</sup> Sportfirst (2019) Jogging the mind – jog leaders to use sport to help improve mental health. Available at: <https://sportfirst.sportscotland.org.uk/articles/jogging-the-mind/>

## Useful<sup>186</sup> links

- Scottish Association for Mental Health - <https://www.samh.org.uk/>
- Mind [www.mind.org.uk](http://www.mind.org.uk)
- Rethink [www.rethink.org](http://www.rethink.org)
- Samaritans [www.samaritans.org](http://www.samaritans.org)

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<sup>186</sup> Note: any external links should be read alongside learning note content, which will be available via the **sportscotland** website.

## 9. Poverty and low income

### Overview of the topic

Poverty and low income are significant determinants of participation (and interest) in sport. Poverty and low income also strongly intersect with other groups – with those living in poverty also more likely to belong to other disadvantaged groups addressed in this research.

The term and topic of poverty and low income was not explicitly featured in the 2015 published quantitative analysis of Active Scotland Outcomes equality analysis<sup>187</sup> or the 2016 published qualitative research on equality and sport.<sup>188</sup> The following section establishes a review on the published evidence and research to date:

The Scottish Index of Multiple Deprivation (SIMD) is based on thirty seven indicators across seven individual domains of current income, employment, housing, health, education, skills and training and geographic access to services and telecommunications.

### Update on statistical evidence resources

In 2018 the Equality and Human Rights Commission reported that in Scotland:

- Disabled people, people with mental health conditions and people from ethnic minority groups were more likely to live in poverty;
- The majority of children living in poverty were from working households;
- Women and disabled people were more likely to experience severe material deprivation.<sup>189</sup>

In relation to sport and physical activity, the Scottish Health Survey 2018<sup>190</sup> statistics stated:

Adults:

- The percentage of adults who met the Chief Medical Officer's guidelines of 150 minutes of moderate to vigorous activity (MVPA) a week varies alongside the level of multiple deprivation in their area. In 2018, 75% of adults (16+ years old) living in the least deprived areas met MVPA guidelines, compared with adults living in the most deprived areas (55%);

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<sup>187</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>188</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

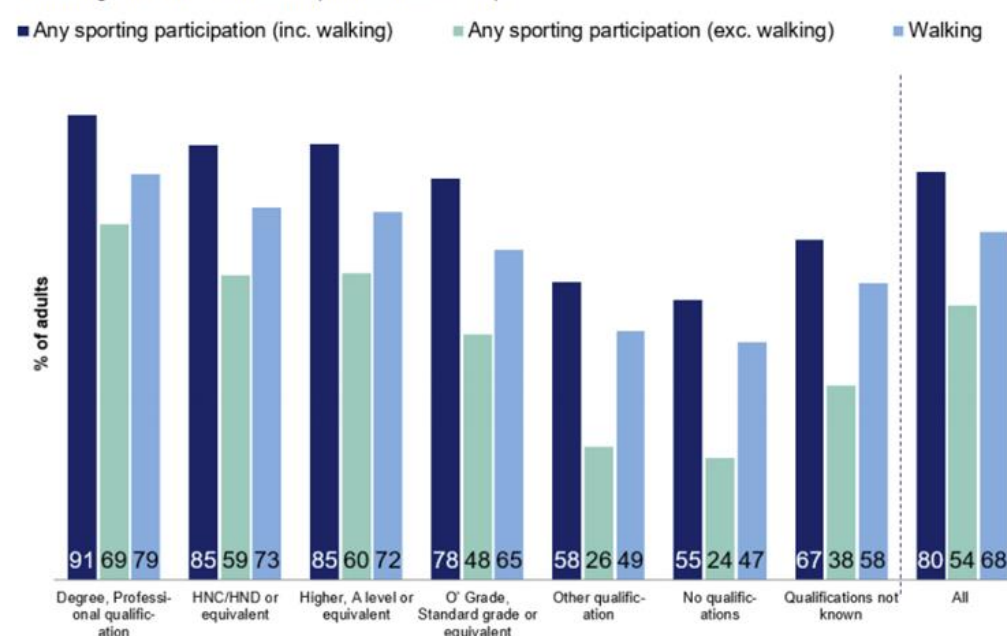
<sup>189</sup> EHRC (2018) Is Scotland Fairer? The state of equality and human rights 2018. Available at: [https://www.equalityhumanrights.com/sites/default/files/is-britain-fairer-2018-is-scotland-fairer\\_0.pdf](https://www.equalityhumanrights.com/sites/default/files/is-britain-fairer-2018-is-scotland-fairer_0.pdf)

<sup>190</sup> Scottish Government (2019) Scottish Health Survey. Available at: <https://www.gov.scot/publications/scottish-health-survey-2019-volume-1-main-report/>

- Similarly, only 12% of adults in the least deprived areas recorded less than 30 minutes of MVPA per week, compared with 32% in the most deprived areas. The contrast was stronger for men (least deprived 9%, most deprived 30% very low activity) than for women (least deprived 14%, most deprived 33%);
- Between 2012 and 2017, for men, the age standardised prevalence of adherence to the MVPA guidelines ranged from 77% in the least deprived areas to 63% in the most deprived areas in 2017. Among women, the age-standardised prevalence of adherence to the MVPA guidelines dropped from 67% (least deprived) to 51% (most deprived).

**Figure 8.7: Participation in physical activity and sport in the past four weeks by highest level of qualification**

Percentage of adults, 2018 data (minimum base: 80)



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## Participation

- In the least deprived areas, 90% of adults participated in physical activity and sport over a four-week period, compared to 69% in the most deprived areas. This includes 77% participating in recreational walking in the least deprived areas and 59% in the most deprived. When walking was excluded, 68% of adults in the least deprived areas participated compared with 41% in the most deprived.

<sup>191</sup> Scottish Household Survey (2018) Available at:

<https://www.gov.scot/binaries/content/documents/govscot/publications/statistics/2019/09/scotlands-people-annual-report-results-2018-scottish-household-survey/documents/chapter-8-physical-activity-sport/chapter-8-physical-activity-sport/govscot%3Adocument/chapter-8-physical-activity-sport.pdf>

## Children

- In 2016, children (aged 2-15) living in the least deprived areas were more likely to complete an average of at least 60 minutes of MVPA a day compared to children living in the most deprived areas (79% and 70% respectively).<sup>192</sup>

## Developments in policy and legislation

The Scottish Government has made a number of commitments to tackling socio-economic disadvantage since 2015. The Socio-Economic Duty (now known as the Fairer Scotland Duty) contained in Part 1 of the Equality Act 2010 was introduced in 2018. Since 1 April 2018, a number of Scottish public bodies have had to consider socio-economic disadvantage and how it affects inequality when making important strategic decisions.

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Fairer Scotland is our long-term initiative to create a fairer country. We are working with communities and learning from those with real experience of inequalities and poverty to shape our policies.<sup>193</sup>

The Child Poverty (Scotland) Act 2017 reintroduced income-based targets that had previously been removed by the UK Government and set statutory targets to reduce child poverty by 2030. In 2018, the Scottish Government introduced its Tackling Child Poverty Delivery Plan 2018–22, which sets out new policies and proposals to tackle child poverty.<sup>194</sup>

The Scottish Government uses the Scottish Index of Multiple Deprivation (SIMD) as a tool for identifying areas with relatively high levels of deprivation:

**“SIMD LOOKS AT THE EXTENT TO WHICH AN AREA IS DEPRIVED ACROSS SEVEN DOMAINS: INCOME, EMPLOYMENT, EDUCATION, HEALTH, ACCESS TO SERVICES, CRIME AND HOUSING. SIMD IS THE SCOTTISH GOVERNMENT'S STANDARD APPROACH TO IDENTIFY AREAS OF MULTIPLE DEPRIVATION IN SCOTLAND. IT CAN HELP IMPROVE UNDERSTANDING ABOUT THE OUTCOMES AND CIRCUMSTANCES OF PEOPLE LIVING IN THE MOST DEPRIVED AREAS IN SCOTLAND. IT CAN ALSO ALLOW EFFECTIVE TARGETING OF POLICIES AND FUNDING WHERE THE AIM IS TO WHOLLY OR PARTLY TACKLE OR TAKE ACCOUNT OF AREA CONCENTRATIONS OF MULTIPLE DEPRIVATION. SIMD RANKS DATA ZONES FROM MOST DEPRIVED (RANKED 1) TO LEAST DEPRIVED (RANKED 6,976). PEOPLE USING SIMD WILL OFTEN FOCUS ON THE DATA ZONES BELOW A CERTAIN RANK, FOR EXAMPLE, THE 5%, 10%, 15% OR 20% MOST DEPRIVED DATA ZONES IN SCOTLAND. SIMD IS AN AREA-BASED MEASURE OF RELATIVE DEPRIVATION.”**<sup>195</sup>

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<sup>192</sup> Scottish Government (2019) Scottish Health Survey. Available at: <https://www.gov.scot/publications/scottish-health-survey-2019-volume-1-main-report/>

<sup>193</sup> Scottish Government (Online) Fairer Scotland. Available at: <https://blogs.gov.scot/fairer-scotland/>

<sup>194</sup> Scottish Government (online) Poverty and social justice. Available at: <https://www.gov.scot/policies/poverty-and-social-justice/>

<sup>195</sup> Scottish Government (2020) Scottish Index of Multiple Deprivation 2020. Available at: <https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>



## Snapshots of published practice and literature

In a UK Government publication in 2019, *Elitist Britain*<sup>196</sup>, stated:

As well as the health benefits of regular sport, participation in such activities is frequently hailed as beneficial for the development of teamwork, leadership and other essential life skills. However, participation in sporting activity is associated with higher socio-economic status. In fact, the gap in sporting participation between high and low socio-economic groups actually grew in the ten years prior to 2016.<sup>135</sup> Education – and specifically the type of school you attend – plays a significant role in this gap, and this is reflected at the highest levels of sport.

An extensive report conducted for Ofsted in 2014 showed the education and social class influences on participation in a wide variety of sports. It showed that rates of free school meal eligibility among international athletes were almost a third lower than in the wider population.<sup>197</sup> This link is reflected at all levels, with socio-economic background and education levels shown to be significantly associated with regular sporting activity.<sup>198</sup> The benefits of sporting participation mean that this association is of substantial concern, particularly in light of the questionable sports participation and public health legacy of the London 2012 games. The impact of local authority funding cuts on sporting facilities, including the selling off of publicly accessible playing fields, has also been identified as limiting access to sport.

Desire, attitude, levels of commitment or even social media and technology are not the main reasons for sport declining in many parts of Scotland – family income is. That is among the stark conclusions in the report ‘Sport and Social Inequality’, produced by Professor Tess Kay, Deputy Dean and Head of Sport at University of Stirling, for the Observatory for Sport in Scotland. A leading European researcher on sport and inequalities, Professor Kay drew clear links between falling numbers of sport across the ages in Scotland and levels of deprivation and education.

However, she believes that organisations and individuals involved in community sport are well placed in the UK to respond to the challenge of poverty, and calls on the Scottish Government to take the lead.

“Sport does not have too bad a record in addressing inequality in general,” she said. “In Scotland, as in the other UK nations, disparities in sport participation have been recognised and addressed for several decades, and efforts to increase participation have been approached from a diversity perspective, as in wider social policy.

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<sup>196</sup> UK Government (2019) *Elitist Britain*. Available at: <https://www.gov.uk/government/publications/elitist-britain-2019>

<sup>197</sup> Sutton Trust (2012, 2016) *Educational Backgrounds of Olympic Medallists*.

<sup>198</sup> Farrell et al. (2013) *The Socio-economic Gradient in Physical Inactivity in England*. CMPO. Available at: <http://www.bristol.ac.uk/media-library/sites/cmipo/migrated/documents/wp311.pdf>

“But in all this attention to equalising access to sport, where is poverty and material deprivation? Where is the consideration of social disadvantage in its many guises – low income, socio-economic status, poor education? It is these characteristics that underpin inequalities and account for the deprivations that disproportionately affect groups with particular characteristics. At population level, wealth protects against acute hardships; across the protected characteristics the greatest divides are not between those who have the ‘advantaged’ (e.g. male; white; able) and ‘disadvantaged’ status (e.g. female; BAME; with disability), but between those who are well resourced and those who are not.

“That is the issue that this paper addresses and its purpose is to rescue social inequality from the shadow of the protected characteristics and reposition it as the primary influence on sport participation inequalities in Scotland. But the key to addressing social disadvantage in sport is for social inequality and material deprivation to be identified as priority focuses at national policy level. Without visible, formal commitment, action is unlikely to occur at regional level and local level to influence practice.”<sup>199</sup>

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**EXAMPLE: Active schools use of SEEMIS<sup>200</sup> (23 of 32 local authorities) to capture SIMD and free school meals information**

*In 2019, **sportscotland** reported that a review of Active Schools had taken place in order to better capture and use data around SIMD and the impact of poverty and low income in schools.*

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*In 2017, we reviewed the Active Schools equalities monitoring data we collect. In 2018, we worked with local authorities to develop approaches to gather and use data to better understand the participant profile of Active Schools. This included capturing areas of deprivation via the SIMD and free school meal information where local authorities had access through the Scottish Education Information Management System (SEEMIS). Currently, 23 out of 32 local authorities can report participant SIMD data. We will continue to work with partners to ensure all Active Schools teams have access to SEEMIS information and have systems in place to gather and analyse participant data. We have incorporated this into our partnership agreements with local authorities. We continue to share good practice and successful approaches to gathering and using data at Active Schools managers meetings. We also analysed Active Schools impacts and interventions to understand what was working well*

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<sup>199</sup> Tess Kay (2019) Observatory for Sport in Scotland Report Sport and social inequality. Available at: <https://oss.scot/poverty-identified-as-main-barrier-to-sport-in-scotland/>

<sup>200</sup> SEEMIS is an education management systems provider. More information available at: [www.seemis.gov.scot](http://www.seemis.gov.scot)

*in areas of deprivation. We used this information to develop and share learning notes.<sup>201</sup>*

*The origins of this targeted approach were discussed in the 2019 evaluation of Schools by Research Scotland,<sup>202</sup> who found:*

*The Active Schools programme is seen to link well with wider education outcomes, particularly the health and wellbeing priorities embedded within Curriculum for Excellence and the national priority of closing the poverty related attainment gap. However, the connections being made at local level vary between local authorities and schools – and can be complex for Active Schools teams to negotiate.*

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*In one local authority area, the education lead felt that Active Schools had undergone a significant shift in how it engages with young people from areas of socio-economic disadvantage. It links closely to a citywide approach to increasing physical activity, and shared ambitions between Active Schools and local authority education officers around improvement in outcomes for children in the area.*

*If Active Schools activity time was excluded for these pupils, the proportion of participants from deprived areas classed as ‘inactive’ would increase from 18% to 30%. Active Schools therefore has a positive contribution to the activity levels of young people in the most deprived communities. Overall, analysis of the activity levels of all pupils highlights that those living in the most deprived 20% of areas in Scotland are most likely to be inactive.*

*Encouraging participation of children and young people living in disadvantaged highlighted successful approaches including:*

- using SEEMIS data to identify and target young people from areas of socio-economic deprivation;*
- having dedicated staff to build relationships with pupils and their families – finding out what they want to do;*
- setting up less traditional and non-competitive activities;*
- organising activities that involve the family;*
- removing financial barriers by providing free and affordable opportunities – including breakfast and lunch clubs, after school and holiday clubs, and support with free bus passes and sports memberships;*
- working in partnership with other providers and community organisations; and*

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<sup>201</sup> Sportscotland (2019) Equality mainstreaming and outcome progress report. Available at: <https://sportscotland.org.uk/media/4712/final-2017-19-equality-mainstreaming-and-outcomes-report.pdf>

<sup>202</sup> Research Scotland (2018) Schools and education wider evaluation. Available at: <https://sportscotland.org.uk/media/4712/final-2017-19-equality-mainstreaming-and-outcomes-report.pdf>

- *having positive role models who can work with and inspire young people.*

*However, barriers remained including:*

- *lack of interest from parents or young people – which some had addressed through working with families and young people to identify barriers and explore preferred activities;*
- *financial and transport costs (including travel, clothing and equipment) – which some had addressed through focusing on lunch time sessions rather than after school sessions to reduce travel implications;*
- *lack of clubs and volunteers – which some had addressed through encouraging parents to get involved or help to run sessions;*
- *lack of positive role models within communities; and*
- *budget pressures – which some have addressed through accessing additional funding or grants, for example through the Pupil Equity Fund or school hardship fund.<sup>203</sup>*

## **Useful<sup>204</sup> links**

- Scottish Index of Multiple Deprivation - <https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>
- Bevan Foundation - <https://www.bevanfoundation.org/>
- Joseph Rowntree Foundation - <https://www.jrf.org.uk/>

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<sup>203</sup> Research Scotland (2018) Schools and education wider evaluation. Available at: <https://sportscotland.org.uk/media/4712/final-2017-19-equality-mainstreaming-and-outcomes-report.pdf>

<sup>204</sup> Note: any external links should be read alongside learning note content, which will be available via the **sportscotland** website.

## 10. Religion and belief and sport

### Overview of the topic

Whilst religious belief has declined in Scotland over the last decade, there are still notable differences in participation across different groups. Muslims are the least likely to participate and Roman Catholics also have significantly lower participation rates than the overall average.

The term and topic of religion and belief featured in the 2015 published quantitative analysis of Active Scotland Outcomes equality analysis<sup>205</sup> and the 2016 published qualitative research on equality and sport.<sup>206</sup> The following section builds on the published evidence and research contained in the 2015/16 documents.

Religion refers to people who belong to a major world religion such as Christianity, Judaism or Islam, and also people who belong to smaller religions or denominations, such as Rastafarianism or Methodism. Religion also includes people who do not identify with any particular religion, and also includes philosophical belief, such as atheism. Belief refers to any religious or philosophical belief that affects a person's life choices or the way they live, Equality Act 2010

### Update on statistical evidence resources

- Religious belonging in Scotland has been declining over the past decade, and this trend continued into 2019; over half of adults (56%) reported that they didn't belong to any religion, four percentage points more than in 2018. The proportion reporting that they didn't belong to any religion a decade previously in 2009 was just 40%;<sup>207</sup>
- In 2015, it was reported that in terms of sport participation, Muslims were the least likely to participate in sport (39% did so in the previous four weeks). Roman Catholics also had significantly lower sport participation than the average (46% compared to 49%). Respondents from Other Christian groups had significantly higher sport participation than average (52%);<sup>208</sup>

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<sup>205</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>206</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

<sup>207</sup> Scottish Government (2019) Scottish Household Survey. Available at: <https://www.gov.scot/publications/scottish-household-survey-key-findings-2018/pages/4/>

<sup>208</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

- In consultation for Scotland's Census 2021, the Scottish Government are currently publishing and extensively testing the wording and structure of questions around religion.<sup>209</sup>

**sportscotland** via surveys and additional research reported that, between 2017 and 2020:

- 59% of members of clubs surveyed in 2020 identified as having no religion, 23% Church of Scotland, 8% Roman Catholic, 5% Other Christian, 5% prefer not to say or another religion.
- **sportscotland** employee information on religion or belief in the 2018 equality monitoring, demonstrated, just over half (55%) of staff stated that they had no religious belief. This is followed by Church of Scotland (21%) and Roman Catholic (16%). There is a lower representation than the Scottish population of those identifying as Church of Scotland, but a higher representation who stated they have no religion.

## Developments in policy and legislation

The Scottish Government has undertaken various activities and enacted legislation in the areas of religion and belief. It describes this as follows:

*"We value Scotland's diverse faith and belief communities and the important role they play in making Scotland a safer, stronger and more inclusive society, where everyone can live in peace and realise their potential."*<sup>210</sup>

The Government outlines a number of proposed actions, including:

- "work with Interfaith Scotland to [promote interfaith dialogue and support faith and belief communities](#);
- support Scotland's national [Holocaust Memorial Day commemoration and Srebrenica Memorial Day](#) to ensure lessons are learnt about what can happen if hatred remains unchecked;
- work to tackle [hate crime](#) to make sure no individual or community experiences discrimination due to their faith or belief;
- [fund a variety of faith and belief organisations](#) to tackle religious intolerance and promote equality and community cohesion."<sup>211</sup>

Positive change as described by One Scotland around the religion and belief in Scotland was described as:

<sup>209</sup> Available at: [https://www.scotlandscensus.gov.uk/documents/census2021/Religion\\_Topic\\_Report.pdf](https://www.scotlandscensus.gov.uk/documents/census2021/Religion_Topic_Report.pdf)

<sup>210</sup> Scottish Government (Online) Faith and Belief. Available at: <https://www.gov.scot/policies/faith-and-belief/>

<sup>211</sup> Scottish Government (Online) Faith and Belief. Available at: <https://www.gov.scot/policies/faith-and-belief/>

“The Scottish Government Equality Unit has been working in partnership with key religious and belief bodies including Interfaith Scotland, the Edinburgh Interfaith Association, Interfaith Glasgow, Just Festival, Faith in Community Scotland, Scottish Council of Jewish Communities (SCoJeC), and Holocaust Memorial Day Trust to promote and support the development of inter faith relations in Scotland.”<sup>212</sup>

## Snapshots of published practice and literature

Scottish Public Health Observatory noted that, religion, spirituality and belief connected to health key points were:

- Religion and belief can have both positive and negative associations with health.
- Some attitudes and practices may have an unequal impact upon public service access for religious groups. This requires service providers to adapt their procedures and address staff attitudes and knowledge.
- Gender roles and behavioural differences may be influenced by religious beliefs.
- There are associations between religion and ethnicity. For example, among White groups in Scotland, Catholicism is associated with Irish or Polish ethnicity and the Muslim and Hindu religions with Asian ethnicity.
- The prevalence of health behaviours varies across religious group. For example: Muslims and Other Christians are least likely to smoke; Muslim and Hindu religious groups are most likely to exceed the 5-a-day recommendation; and those with no religious affiliation were most likely to exceed the recommended drinking guidelines.<sup>213</sup>

As demonstrated by the extracts below, there are increasing studies about religion and belief, but these intersect across a number of other topic areas, such as ethnicity, gender and age. The snapshots here showcase some of the UK research accessible:

**“UK RESEARCH SUGGESTS INSENSITIVITY TO CULTURAL BELIEFS IN THE WAY SCHOOL SPORTS LESSONS ARE DELIVERED CAN BE A SIGNIFICANT BARRIER TO MANY MUSLIM GIRLS’ PARTICIPATION AND LEADS TO SOME SKIPPING CLASSES. CURRENT PE UNIFORMS AND COMMUNAL SHOWERING, FOR EXAMPLE, BOTH REQUIRE EXPOSING MORE OF THE BODY THAN SOME MUSLIM GIRLS ARE COMFORTABLE WITH. FINALLY, SOME MUSLIM CHILDREN ARE ALSO RELUCTANT TO PARTICIPATE IN PE DURING RAMADAN SINCE FASTING RESULTS IN LOWER ENERGY LEVELS.”<sup>214</sup>**

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<sup>212</sup>Religion and Belief Equality (Online) One Scotland. Available at <https://onescotland.org/equality-themes/religion/>

<sup>213</sup> Scottish Public Health Observatory (2020) Religion, spirituality and belief: key points. Available at: <https://www.scotpho.org.uk/population-groups/religion-spirituality-and-belief/key-points/>

<sup>214</sup> One Scotland (Online) Sport – What we already know. Available at: <https://onescotland.org/nacwg-news/sport-what-we-already-know/>



**"THE PURPOSE OF THIS STUDY IS TO EXPLORE INTERSECTIONS BETWEEN RELIGION, FAITH AND SOCIAL IDENTITY WITH REGARDS TO THEIR IMPACT ON EITHER PROMOTING OR PREVENTING SPORT PARTICIPATION AMONGST SELF IDENTIFIED BRITISH ASIAN MUSLIM MALES LIVING IN BIRMINGHAM (WEST MIDLANDS OF THE UK) AGED 16–25 YEARS OLD. FINDINGS FROM THE STUDY INDICATE THE COMPLEXITY OF YOUNG MUSLIM MALE SPORT PARTICIPATION CONTEXTS, DYNAMICS IN DECISION-MAKING, FAMILY INFLUENCE AND PERCEPTIONS HELD ABOUT OTHER COMMUNITIES AND THEIR OWN. THE STUDY DRAWS OUT KEY IMPLICATIONS FOR AGENCIES IN SPORT DEVELOPMENT THAT SEEK TO ENCOURAGE SPORT PARTICIPATION CUTTING ACROSS SCHOOL, COMMUNITY, LOCAL GOVERNMENT AND NATIONAL SGB PARTNERSHIPS SPECIFICALLY CONSIDERING ISLAMIC FAITH COMMUNITIES."**<sup>215</sup>

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#### **EXAMPLE: Pick up Hubs, Basketball Scotland**

*This project led by Basketball Scotland engaged a particularly high proportion of minority ethnic and Muslim women in one locality. A key factor in the success of the women's sustained engagement was the activity lead, who was herself, female, visible Muslim (wearing a hijab) and minority ethnic. Participants reported that the activity lead was engaging and highly accessible with some describing her as 'inspirational'". Research Scotland, 2020<sup>216</sup>*

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#### **EXAMPLE: Scottish Squash and Racketball**

*In 2017, it was reported that Scottish Squash and Racketball (SSRL) have recently progressed from foundation to preliminary standard of the Equality Standard for Sport. In their equality action plan they are focusing on inclusion and participation opportunities for the BME community.*

*SSRL is currently in the midst of piloting a BME squash initiative in the west region. Advised by BEMIS, SSRL consulted with leaders of various BME community groups showcasing squash, and various development tools aimed at increasing squash participation and breaking down perceived barriers to accessing the sport. Following this consultation two BME organisations were keen to be involved; the Al-Farooq Community Centre and Mosque in the Govan area of Glasgow, and the Well Foundation Sport Academy based out of Ravenscraig Regional Centre in Motherwell.*

*The Al-Farooq Community Centre and Mosque, with SSRL's support, installed a 'RacquetWALL' court and delivered the Squash Leader Award to the two main leaders in the centre, allowing them to facilitate fun, safe and progressive squash sessions, using the teaching resource, to beginners. Leaders are now delivering squash sessions*

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<sup>215</sup> C. Mackintosh & C. Dempsey (2017) The British Asian Muslim male sport participation puzzle: an exploration of implications for sport development policy and practice, *Journal of Youth Studies*, 20:8, 974-996.

<sup>216</sup> Research Scotland (2020) Women and Girls Fund Evaluation. Appendices document. Available at: [https://sportscotland.org.uk/media/6210/women-and-girls-fund-evaluation\\_appendices\\_final.pdf](https://sportscotland.org.uk/media/6210/women-and-girls-fund-evaluation_appendices_final.pdf)



*on the 'RacquetWALL' and have generated significant interest in the sport of squash. As a result of this, discussions are taking place with Scottish Squash Rackets Club (SSRC), in Maryhill, to run a weekly BME squash session, and look to use this as a taster for full squash, which will hopefully lead to participants becoming members of SSRC.*<sup>217</sup>

### Useful<sup>218</sup> links

- Interfaith Scotland - <https://interfaithscotland.org/>
- BEMIS - <https://bemis.org.uk/>

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<sup>217</sup> **sportscotland** (2017) Equality mainstreaming and outcome progress report. Available at: <https://sportscotland.org.uk/about-us/inclusion-at-sportscotland/equality-reporting/>

<sup>218</sup> Note: any external links should be read alongside learning note content, which will be available via the **sportscotland** website.

## 11. Rural exclusion and sport

### Overview of the topic

This is one of the most challenging topics in that definitions are flexible and also in that evidence was relatively limited. The bulk of Scotland's population is urbanised, but rural communities face particular and distinct challenges – particularly those that are the most isolated. The evidence shows a strong sense that the majority of effort and investment is still concentrated in urban and 'central belt' Scotland.

The term and topic of rural exclusion was not explicitly featured in the 2015 published quantitative analysis of Active Scotland Outcomes equality analysis<sup>219</sup> and the 2016 published qualitative research on equality and sport.<sup>220</sup> The following section establishes a review on the published evidence and research to date.

Rural disadvantage considers the wellbeing of people and families in rural areas, focusing in particular on peoples' ability to meet their financial and health commitments and needs comfortably. Different terminology including isolation, exclusion and disadvantage appeared to be used in relation to rural communities.

### Update on statistical evidence resources

According to the National Records of Scotland, council areas facing depopulation are mainly island and rural areas, as well as areas in the west of the country. In contrast, the areas experiencing the highest population growth are Edinburgh, Glasgow and their neighbouring council areas, as well as other areas in the east of the country. In the year to mid-2019, the council areas which experienced the highest population growth (in%age terms) were:

- City of Edinburgh (+6,430 people, +1.2%)
- East Lothian (+1,300 people, +1.2%)
- Midlothian (+1,120 people, +1.2%)

Whereas, the council areas which experienced greatest population decline (in%age terms) were:

- Argyll and Bute (-390 people, -0.5%)
- Inverclyde (-350 people, -0.4%)
- Na h-Eileanan Siar (-110 people, -0.4%)

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<sup>219</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>220</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

- North Ayrshire (-540 people, -0.4%)<sup>221</sup>

Rowe (2019) in research on sports participation in Scotland argues that 'geography' demonstrates variations and change in sports participation, providing evidence that:

There is considerable variation in participation rates in sport across different local authorities in Scotland. The extent of the variation is shown by comparing the average of sports participation rates (for 2015-17) for the top 'performing' quintile of local authorities (58%) with that of the bottom performing quintile (42%).

Evaluation commissioned by **sportscotland** in 2018 identified issues for the support and development of rural coaches<sup>222</sup>:

- The timing of training and development sessions can also be a significant barrier, reported by around a quarter of coaches. Travel time to attend can compound the issue of a lack of time. Unsurprisingly coaches in rural areas for example the Highlands and Islands are particularly affected by barriers of travel cost, time and logistics;
- Clubs in rural areas often said that they were unable to access events, competitions, networking events because of the time and cost involved in travelling. This prevented coaches, athletes and volunteers from accessing development opportunities.

*We did not find substantial quantitative national data on rural exclusion and sport.*

## **Developments in policy and legislation**

The Scottish Government have produced policy and legislation in the past five years, e.g. the Islands (Scotland) Act 2018, which was introduced to:

- Promote Islands' voice;
- Harness Island resources;
- Enhance Islands' wellbeing.

Further key resources in this areas include The National Plan for Scotland's Islands, 2019 and the Social Capital in Scotland research via the Scottish Household Survey, 2020.

The Scottish Government established the Poverty and Inequality Commission to provide advice to Ministers and monitor progress towards tackling poverty and inequality. However, as argued in Scotland's Rural College Rural Scotland in Focus 2014 report (Section 3), national

<sup>221</sup>More information available at: <https://www.nrscotland.gov.uk/files//statistics/population-estimates/mid-19/mid-year-pop-est-19-report.pdf>

<sup>222</sup> Research Scotland (2018) Evaluation of **sportscotland** supported activity – clubs and communities. Available at: [clubs-and-communities-wider-evaluation-full-report-final.pdf \(sportscotland.org.uk\)](https://sportscotland.org.uk/sites/default/files/2018-12/18-01-CLUBS-AND-COMMUNITIES-WIDER-EVALUATION-FULL-REPORT-FINAL.PDF)

poverty policies tend not to recognise the extent and specific characteristics of rural poverty. Moreover, rural strategies do not consistently highlight poverty or how to address it.<sup>223</sup>

## Snapshots of published practice and literature

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### EXAMPLE: Athlete travel award scheme - Western Isles Council

*The Athlete Travel Award Scheme (ATAS) supports travel costs for island competitors to help talented athletes from the Outer Hebrides, Orkney and Shetland to gain better access to competitive and developmental opportunities available on the mainland. Successful applicants benefit from up to £1,500 to support travel and accommodation costs in attending training and competitions.*<sup>224</sup>

In 2017, the Scottish Rural College contributed to the National Rural Mental Health Survey Scotland, the findings from this research highlight some of the key themes of rural exclusion and impacts, such as mental health.

**“Geographical location and isolation:** The findings show an important distinction between respondents’ actual geographical remoteness (based on postcodes) and their perceived or experienced geographical remoteness, that is, how geographically remote people actually felt. This was also linked with distance to mental health facilities, and ease or otherwise of accessing public transport – highlighting the “layers” of remoteness and isolation that can build up, particularly for individuals with certain mental health issues such as self-harming and suicidal thoughts and feelings.

**Communities:** The survey data has generated key insights around the theme of communities, particularly the extent to which respondents feel they are supported and can talk about their mental health problems within their own communities. The evidence shows how community can be a ‘double-edged sword’, by being close and strong for some, while being judgemental and parochial for others, directly affecting who people turn to for help.”<sup>225</sup>

More broadly, in a piece by the Rural Policy Centre in 2019, Jane Atterton discussed whether or not rural poverty was under the radar of Scottish policy and practices:

*“So, how widespread is rural poverty? Overall, research has tended to show that rural populations have lower poverty rates than their urban counterparts (Milbourne 2016). However, recent research (not yet published) by Professor Mark Shucksmith and colleagues on poverty dynamics in rural Britain from 1991 to 2008 using data from the British Household Panel Survey revealed that 50.2% of rural households experienced*

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<sup>223</sup> SRUC (2014) Rural Scotland in Focus Report. Available at:

[https://www.sruc.ac.uk/info/120485/thriving\\_communities\\_archive/1265/2014\\_rural\\_scotland\\_in\\_focus\\_report](https://www.sruc.ac.uk/info/120485/thriving_communities_archive/1265/2014_rural_scotland_in_focus_report)

<sup>224</sup> Sportscotland (online) Athlete Travel Award Scheme (ATAS). Available at:

<https://sportscotland.org.uk/funding/othersources/athlete-travel-award-scheme/>

<sup>225</sup> SRUC (2017) National Rural Mental Health Survey Scotland: Report of Key Findings. Available at:

[https://www.sruc.ac.uk/downloads/download/1239/national\\_rural\\_mental\\_health\\_survey\\_scotland\\_report\\_of\\_key\\_findings](https://www.sruc.ac.uk/downloads/download/1239/national_rural_mental_health_survey_scotland_report_of_key_findings)

*at least one spell of poverty during this period, only slightly lower than the 55.2% of urban households. Financial Conduct Authority analysis in 2018 also revealed that 54% of rural adults are potentially financially vulnerable compared to 48% in urban areas. This suggests that rural poverty is actually rather widespread. So why does rural poverty often fall under the poverty policy radar?*

*The first reason is a challenge of measurement. Place-based measures of deprivation, such as the Scottish Index of Multiple Deprivation, tend to fail to identify the localised pockets of poverty in rural areas, which are both dispersed (unlike poverty which may be concentrated on urban housing estates for example) and interspersed amongst pockets of wealth. Thus, rural areas tend not to feature in lists of the 'most deprived' places. But there are other reasons too.*

*For many people, the idea of hardship existing as part of an image of beautiful rural villages and scenery is a contradiction in terms – it is simply absent from the dominant 'rural idyll' (see for example Shucksmith 2000). As wealthy incomers (including commuters, pre-retirees and those who have reached retirement) migrate into rural areas in search of this idyll, house prices are pushed beyond the reach of locals who are then forced to leave. More deliberate processes may be at work to 'hide' rural poverty too, as wealthy incomers oppose local plans for building affordable housing to maintain the rural idyll that they so value – so called spatial apartheid (Sturzker and Shucksmith 2011).*

*Rural areas are often characterised by fragile, short-term employment (usually with limited training and progression opportunities), meaning that people may find themselves out of work for short periods, especially during the winter months when fewer seasonal jobs are available. They may be reluctant or unable to claim benefits (and therefore do not appear in statistics) for these short periods.*

*For many rural dwellers, owning a car is a necessity – rather than a sign of relatively high household income – as public transport is poor or non-existent. This may increase household expenditure considerably, especially due to the longer travel distances required and the higher price of fuel, increasing the risk of individuals and households falling into poverty.*

*It is often the case that those in rural areas who might objectively be categorised as being 'in poverty' do not regard themselves as such (see Shucksmith et al. 1994). Rural dwellers will often refer back to much harsher past conditions or to the benefits of current rural living (such as the high quality landscapes, strong sense of community and lower crime rates), or to the inevitable, accepted aspects of rural living such as greater distance to services, leisure and social facilities, to dispute such objective categorisations.*

*Research has also suggested there is a fear of being stigmatised amongst those who do find themselves in difficult times in rural areas, and therefore a reluctance to reveal the extent of the problem or to claim benefits to which they are entitled. Added to this, the generally poorer condition of – on average larger, older and poorly insulated – rural*

*houses, many of which are off the gas grid, leaves many households with high heating and energy bills and experiencing fuel poverty.*

*On top of all of these challenges, rural residents often find themselves experiencing a lack of local services, including for young people, who often leave, or for older people, who may find themselves increasingly isolated as they move into older old age. Indeed these are two of the demographic groups usually found to be most likely to experience exclusion in rural areas (Shucksmith et al. 1994), alongside those in self-employment, those from minority groups and those with disabilities (Pacione 2004)."*<sup>226</sup>

## Useful<sup>227</sup> links

- Rural Policy Centre - [https://www.sruc.ac.uk/info/120069/rural\\_policy\\_centre](https://www.sruc.ac.uk/info/120069/rural_policy_centre)

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<sup>226</sup> Atterton (2019) Rural Poverty: Under the Radar? Available at: <https://policyscotland.gla.ac.uk/rural-poverty-under-the-radar/>

<sup>227</sup> Note: any external links should be read alongside learning note content, which will be available via the sportscotland website.

## 12. Sexual orientation and sport

### Overview of the topic

In a UK context, Scotland had the largest proportion of the population identifying as LGB, with 2.2%. This comprised of 1.2% identifying as gay or lesbian, and 1.0% as bisexual. Scotland had the largest proportion of the population identifying as bisexual. People from LGBT communities are also shown to be at risk of other disadvantage and adverse outcomes, such as lower levels of mental health and experiences of discrimination at sporting events. This relates both to direct discrimination and indirect discrimination or exclusion or services simply not being appropriate and welcoming.

The term and topic of sexual orientation featured in the 2015 published quantitative analysis of Active Scotland Outcomes equality analysis<sup>228</sup> and the 2016 published qualitative research on equality and sport.<sup>229</sup> The following section builds on the published evidence and research contained in the 2015/16 documents.

Sexual orientation refers to someone's attraction to a person of the same sex, opposite sex, or both sexes, Equality Act 2010.

### Update on statistical evidence resources

In 2016, Scotland had the largest proportion of the UK population identifying as LGB, with 2.2%. This comprised of 1.2% identifying as gay or lesbian, and 1.0% as bisexual. Scotland had the largest proportion of the population identifying as bisexual compared with the other UK countries (Office for National Statistics, 2016).

- In 2018, 2.6% of adults in Scotland self-identified as lesbian, gay, bisexual or other ([Scottish Surveys Core Questions 2018](#) (SSCQ)). Note that care must be taken when interpreting the 'other' classification – transgender identities pertain to sex and gender rather than sexual orientation, for example;
- This is similar to the UK figure (2.9%) for 2018 ([Annual Population Survey](#));
- The [SSCQ 2017](#) has also found that mental wellbeing is lower among LGB people in Scotland, compared to those who identify as heterosexual;
- Like with many other minorities, research on LGBT people is logistically challenging. Statistical power and selection bias are particular concerns for

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<sup>228</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>229</sup> Research Scotland (2016) Equality and Sport Research. Available at: <https://sportscotland.org.uk/media-imported/1886385/equality-and-sport-research-final-report.pdf>

quantitative data. As such, all figures on the following pages should be interpreted with a degree of caution.<sup>230</sup>

In 2019 it was reported by the Scottish Government:

- Although loneliness can affect people of any age and in any circumstances, key groups are at increased risk including those with poor mental and/or physical health, those living in poverty, those with disabilities, those from LGBTI or minority ethnic communities and carers (Scottish Health Survey);
- Around one in fifty (1.7%) adults reported their sexual orientation as gay or lesbian in 2019, this is an increase of half a percentage point since 2018 (Scottish Household Survey).

In 2018 the Equality and Human Rights Commission Scotland, reported:

- Some lesbian, gay, bisexual and transgender (LGBT) people experienced homophobic, biphobic and transphobic language and behaviour in health and social care settings.
- Results from a survey (sample size 402) conducted with LGBT young people aged 11–19 in 2016/17 (Stonewall Scotland, 2017) found that: 96% of transgender young people had deliberately harmed themselves at some point, and 43% had at some point attempted to take their own life. 58% of lesbian, gay and bisexual young people who were not transgender had self-harmed, and 24% had attempted to take their own life;
- Disabled people and LGBT people reported that they continued to feel discriminated against while participating in sport or attending sporting events;
- One in 10 LGBT people (sample size 1,261) who attended a live sporting event in the last year reported experiencing discrimination because of their sexual orientation and/or gender identity (Stonewall Scotland, 2017). Almost half (46%) of LGBT people thought public sporting events were not a welcoming space for LGBT people. The Scottish LGBT Sports Charter was introduced in May 2017 to tackle homophobia in sports (Equality Network, 2015).

**sportscotland** via surveys and additional research reported that, between 2017 and 2020:

- 89% of members of clubs surveyed in 2020 identified as being Heterosexual/ straight, 1% Gay man, 1% Gay Woman/ Lesbian, 3% Bisexual and 6% said prefer not to say, use another term or don't know.

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<sup>230</sup> Available at: <https://www.scotpho.org.uk/population-groups/lesbian-gay-bisexual-and-transgender-lgbt-people/key-points/>



## Developments in policy and legislation

Positive change as described by One Scotland around the LGBTI<sup>231</sup> community in Scotland was described as:

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“Scotland has made significant progress from when homosexuality was decriminalised in 1980. We’ve seen a markedly positive change in public attitudes towards the LGBTI community in the relatively short period of time since.

Scotland is considered one of the most progressive countries in Europe in terms of LGBTI equality. In February 2014, Scotland introduced the Marriage and Civil Partnership (Scotland) Act 2014. Of the 17 countries worldwide that had, at that time, legalised same sex marriage, Scotland had the third largest majority vote in favour. Our equal marriage law is considered one of the most progressive such laws in the world.

The Scottish Government is working with national LGBTI organisations to develop a strategic approach to LGBTI equality work in Scotland on issues identified as a priority by the LGBTI communities.

The Scottish Government has provided funding for Pride House at the Commonwealth Games and the Cabinet Secretary for Commonwealth Games, Sport, Equalities and Pensioners’ Rights is a patron of Pride House Glasgow. Pride House will celebrate the participation of LGBTI people in sport and their inclusion in society as well as to showcase to an international audience the progress made in terms of LGBTI equality in Scotland.”<sup>232</sup>

In terms of monitoring and evaluation, the Scottish Government described the evidence base for sexual orientation to be strong, especially as “a harmonised question on sexual orientation was introduced in 2011 as one of the Scottish Government's core survey questions. All major Scottish Government household surveys, and UK surveys such as the Annual Population Survey and Labour Force Survey, use the same question to allow direct comparison of the findings.”<sup>233</sup>

## Snapshots of published practice and literature

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**EXAMPLE: SGB supplementary investment - Scottish Student Sport, in partnership with Stonewall Scotland, homophobia and transphobia awareness workshops**

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<sup>231</sup> LGBT stands for lesbian, gay and bisexual and refers to a person’s sexual orientation, while T stands for transgender and refers to a person’s gender identity and I stands for intersex.

<sup>232</sup> LGBTI Equality (Online) One Scotland. Available at: <https://onescotland.org/equality-themes/lgbti/>

<sup>233</sup> Scottish Government (2017) Sexual Orientation in Scotland 2017: summary of evidence base. Available at: <https://www.gov.scot/publications/sexual-orientation-scotland-2017-summary-evidence-base/pages/2/>

*Scottish Student Sport, in partnership with Stonewall Scotland, used the investment to accelerate the Rainbow Laces Project and to build awareness of homophobia and transphobia in sport. The project aimed to raise awareness of LGBTI within the Scottish university sector (i.e. student bodies, sports clubs, committee members). It was developed in recognition of the many different barriers at play when this equalities group is considered. This includes, for example the culture of sport can be quite macho, lack of emphatic coaching, and a fear of being abused. A central element of the project was the design and delivery of training and workshops. The sessions focused on the main issues and barriers faced, and how to create more inclusive and welcoming sporting environments for the LGBTI community. It also encompassed the Rainbow Laces Campaign itself which aims to build awareness of homophobia, biphobia, and transphobia at all levels. This is with a view to building support for LGBTI fans and players on and off the pitch, and to challenge anti-LGBTI language. All of the project's targets were met in full or exceeded: 7,719 laces delivered; 14 staff attended Train the Trainer course; awareness workshops delivered to 124 club committee representatives; and 10 elected students trained as "allies".<sup>234</sup>*

A key literature source around sexual orientation and sport is the Equality Network and the following passage is extracted from their Out for Sport work and report.<sup>235</sup>

"We all want a Scotland free from prejudice and discrimination, and we recognise the significant role and influence sport has in achieving that aim. We also want a healthy Scotland where, again, sport plays a vital role, and the barriers to the full and active participation in sport should therefore be examined and removed.

Overall, the recommendations in this report seek to achieve three key objectives:

- Leadership to ensure the elimination of homophobia and transphobia in Scottish sport.
- Practical action to lift barriers to inclusion of lesbian, gay, bisexual and transgender (LGBT) people and to encourage greater LGBT participation in sport at all levels.
- A better understanding of the issues relating to homophobia and transphobia in Scottish sport and what should be done to tackle the problem."

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<sup>234</sup> More information available at: <https://sportscotland.org.uk/media/4284/evaluation-of-suppl-investment-full-report-august-2018.pdf>

<sup>235</sup> Equality Network (Online) Out for Sport: The Facts. Available at: <https://www.equality-network.org/our-work/policyandcampaign/out-for-sport/the-facts/?highlight=sport>

A series of follow up research and publications, including the 2019 Scotland Sexual Orientation, Gender Identity and Sport report, conducted by Leap Sports Scotland and extract of findings and recommendations are below:<sup>236</sup>

“The findings of the Out for sport project highlight a picture of LGBTI inclusion in sport in Scotland, which is one of both community and sports sector-led efforts to tackle exclusion, but also the persistence of individual, cultural and systemic barriers to LGBTI inclusion in sport with real impacts on LGBTI people accessing, participating and excelling in sport.

Our recommendations:

- The sports sector should recognise that LGBTI-phobia exists in sport, that this has an impact on engagement, and that LGBTI people may, therefore, need additional measures to encourage and maximise participation.
- LGBTI inclusion should be approached as a holistic issue pertaining to all parts of the sport system.
- Priority should be given to including LGBTI community members in measures to determine policies or initiatives concerning LGBTI inclusion and equal participation within sports, and policies should be assessed for impact on LGBTI people.
- Inclusion in sport must be understood as an intersectional matter; barriers to LGBTI inclusion in sport include wider barriers of affordability, racism, and ableism among others.
- Athlete-led and fan-led measures to tackle problematic attitudes and cultures in sport should be supported, to promote ownership of pro-LGBTI initiatives from within sports and to embed and signpost cultures of solidarity.
- Sports Governing Bodies should embrace opportunities within their own jurisdictions to provide fair and equal access to sport for trans, non-binary and intersex people, who are frequently particularly excluded, and consider ways in which they can influence long-term change on this matter.
- There are worrying findings detailing the nature and extent of negative experiences in sport settings. More in-depth work is required to better understand LGBTI people’s experiences of physical violence and where behaviour has physically crossed the line.”<sup>237</sup>

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<sup>236</sup> LEAP Sports Scotland (2019) Outsport Scotland Report. Available at: <https://leapsports.org/stay-informed/resources>

<sup>237</sup> LEAP Sports Scotland (2019) Outsport Scotland Report. Available at: <https://leapsports.org/stay-informed/resources>

## Useful<sup>238</sup> links

- Leap Sports Scotland - <https://leapsports.org/>
- Equality Network Scotland - <https://www.equality-network.org/>
- Stonewall Scotland - <https://www.stonewallscotland.org.uk/>

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<sup>238</sup> Note: any external links should be read alongside learning note content, which will be available via the **sportscotland** website.

## 4. Practical Recommendations

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The following suggestions and recommendations made here support recent and ongoing evaluations and surveys by and for **sportscotland**. For example, an evaluation into the supplementary investment in Scottish Governing Bodies of sport concluded and recommended that for work around equality:

- There is no quick fix – addressing the issue of under-representation in sport (at all levels) and getting the inactive active cannot be addressed overnight. Short-term projects and investment streams are unlikely to be successful. It requires a longer-term strategic approach and resources (people and finance) to make a difference and create change;
- Linking with, and drawing on, the expertise and networks of specialist third sector organisations (e.g. Stonewall Scotland, Scottish Women in Sport, LEAP Scotland, etc) and/or local community groups, has been key for Scottish Governing Bodies of Sport. This helped Scottish Governing Bodies of Sport to develop a better understanding of the barriers different target groups face;
- There are improvements that could be made in terms of Scottish Governing Bodies of Sport being able to evidence and demonstrate the impact of their equalities projects.<sup>239</sup>

For example, an evaluation of **sportscotland**'s support for coaches and coaching who in relation to resources recommended that for work around equality:

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**Use available resources effectively:** A strategic and joined up approach that harnesses all available resources and interventions is effective in tackling inequalities in sport participation. This multi-agency approach will ensure consistent messaging and approaches and will help to maximise the impact of the work of each partner.

**Make equalities a cross-cutting theme:** Embedding inclusion of under-represented groups and people with protected characteristics across all coach development content, design and delivery provides coaches with greater inclusion skills and knowledge. It demonstrates the importance of equalities, reinforces the messages and ensures that equalities is built in at every stage and level of coaching planning and delivery.<sup>240</sup>

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<sup>239</sup> EKOS (2018) Evaluation of Supplementary Investment for Scottish Governing Bodies of Sport. Available via: <https://sportscotland.org.uk/>

<sup>240</sup> Ekosgen (201) Achieving Inclusive Coaching - Learning Notes. Available via: [https://sportscotland.org.uk/media/3441/coach-wider-evaluation-equalities-learning-note\\_final.pdf](https://sportscotland.org.uk/media/3441/coach-wider-evaluation-equalities-learning-note_final.pdf)

## Leadership

*1. sportscotland should play a greater leadership role in emphasising the importance of equality. This relates both to communication – being seen to champion equality but also to ‘living’ the values.*

This should include leading by example, communicating clearly about its importance and providing resources and support. This is a balancing act as no sports council has or needs to produce all the answers or act as the only source of information.

Finally, **sportscotland** also has a role in shaping dialogue and discussion within government and the wider public sector – being proactive and not only reacting to requirements.

## Consistency

*2. Equality must be approached with greater consistency of language. It must be more effectively coordinated across the sport sector, with a greater consideration given to connections between the environments (schools and education, club and community sport, high performance sport).*

This should include an effort to coordinate equality more effectively with added obvious linkages between disparate strands of work<sup>241</sup> as well as being linked to other key strategic drivers – including public policy and strategy, funding requirements and other spheres of activity.

**sportscotland** has a particular role in leading sector wide (and beyond the sector) efforts to ‘join up’ work and to share best practice.

## Balance

*3. Many equality issues are deep seated and the appropriate balance between addressing these long-term issues and reflecting emerging priorities must be struck.*

Best practice, evidence and terminology around equality are dynamic, and more effort to keep pace with contemporary developments would assist with greater relevance, such as more regular and public discussion about equality challenges or successes.

## Resources

*4. Resources connected to equality should be more visible, accessible and user-friendly.*

Interconnected to this tangible recommendation is a need for **sportscotland** to review how coherent its current strategies are to workforce development. This area would benefit from a cohesive workforce strategy and specific stream around continuing professional

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<sup>241</sup> Throughout this project, we identified several related pieces of work which we refer to here as ‘disparate strands’ of equality in a variety of programmes, such as coaching support, women and girls fund, Active Schools, the Changing Lives Champions Programme. If equality in this work was more effectively co-ordinated, this would improve understanding and practice around equality.

development, in particular to better advance equality, eliminate discrimination and help foster good relations.

### **Impact measures**

*5. The priority must shift towards valuing and measuring impact, workforce development and culture, rather than the amount of output or activity. Measuring real impact should become the norm through high quality monitoring and evaluation.*

This shift would give a much more realistic picture of ‘real life’ impact and the difference this work is making to tackling inequality.

Development of impact measures would benefit from more joined-up nature of the Equality Standard for Sport, Active Scotland Outcomes Framework, Sport for Life – in particular – across the three environments schools and education, clubs and communities, performance sport).

Impact should be tracked over time to establish the most effective ways of working and to inform future decision making.

### **Learning and knowledge exchange**

*6. sportscotland should support, inform and provide a mechanism for more systematic peer to peer learning and knowledge exchange. It should capture the strong practice out there in the Scottish sport sector more effectively.*

Knowledge and confidence in addressing different equality issues is highly variable and those with greater expertise should be supported to play a more proactive role in helping others.

#### *Suggested future discussion and research points:*

- *clarity of language and the responsibility of inclusion;*
- *partnership working and building with other organisations, e.g. Higher Education Institutions, specialist groups or other sectors;*
- *improvement of the access to national and local evidence;*
- *better identification the relevance of different sporting environments to each other (schools and education, club and community sport, high performance sport);*
- *increase of the ability of the workforce in monitoring and/or evaluation of equality and sport;*
- *the use of separate practical and reflective guidance to empower more people to think and act around equality and sport;*
- *further translation of the idea and understanding of intersectionality into the sport sector.*

## **Specific recommendations linked to the findings throughout:**

### **Data and resources**

- Address current gaps in data and understanding as highlighted in the key findings;
  1. Address as a matter of urgency areas where awareness is lowest. Ensure full coverage of all characteristics in future strategic and operational planning;
  2. Specific research should be conducted amongst participants (we are aware this is forthcoming), current non-participants, Board members and with equality working groups internally and across the sector on an ongoing basis;
- Conduct smaller, more regular data gathering exercises. To gather a more regular understanding of the current situation and the support that is needed;
- Provide more specific and targeted resources with specialist guidance broken down to individual protected characteristics and population groups and indeed within these – for example within the broad categorisation of ‘disability’;
- Where possible, build Scottish specific examples of best practice to improve relevance and relatability;
- Drive greater engagement in resources – through visibility, regular promotion and ease of access. Current resources are too difficult to find and to navigate;
- Pay close attention to intersectionality – gather more detailed data and evidence and provide opportunities for discussion and resources in this area;

### **Ways of working**

- **sportscotland** should consider its leadership role in relation to equality and articulate a clear and confident vision for the Scottish sport sector. This should also include more visible celebration of current good practice amongst SGB and the wider sport sector;
- **sportscotland** should consider whether its current structure and ways of working are promoting equality issues internally and enabling the organisation to be fully effective in influencing and supporting the wider sport sector. Particular attention should be paid to ‘silos’ and ensuring that equality is embedded and understood across every team;
- Equality, best practice and evidence are ever-changing. To that end, resources and the wider strategy need to be dynamic – for example reflecting emerging trends and movements such as Black Lives Matter and addressing the longer-term equality impacts of the COVID-19 pandemic;
- More effectively track progress following the publication of these resources than the period following the 2016 resources;



- The actual impact of equality work should be more effectively tracked and reported with specific KPIs around the impact and change that the work has made and less focus on measures such as policy development;
- Link more effectively across different strands of work – for example in relation to Equality Standards for SGBs and, in particular, the Changing Lives programme;
- Offer specific resources and training in areas identified as more problematic for the sector and those in which the sector is less confident;
- Pay close attention to ‘policy translation’ – tracking the uptake of guidance and requirements and the genuine frontline impact of decisions;
- Pay close attention to more precise terminology and language and do not conflate large issues (e.g. disability) together;
- Examine current investment criteria and strategies to assess how these can better promote equality and, in particular, promote collaboration around sharing best practice and knowledge;
- Apply equality considerations effectively into all strategic and planning documents (for example future corporate strategies and business planning) and the ability to track uptake and impacts. This will move this area beyond the current situation where equalities are often embedded but impact is not necessarily tracked effectively. The Equality Outcomes Action Plan from 2021 onwards will provide a key opportunity in this area;
- Clarify the status, role and future actions around corporate parent status in relation to care experienced young people;
- Shape discussions e.g. with Scottish Government around equality rather than react to requirements – be more proactive and ensure that sport specific areas receive adequate attention;
- Differentiate specific equality dynamics between performance sport, schools, clubs and communities (and wider environments);
- Plan for the future and anticipate likely support that will be required following the 2021 Census and other known or likely political, legislative and financial developments;
- Support the sector (and directly engage in) dialogue beyond the sport sector – particularly where provision intersects with other sectors, e.g. housing, health, community arts provision;
- Provide a central point of contact – e.g. an [equality@sportscotland](mailto:equality@sportscotland) email address.

# Appendices

## Appendix One: Methodology in detail - Integrated Review

Between April and June 2020, we have used a robust and replicable framework commonly referred to as an integrated review to collect and process literature and evidence. The integrated review has been based on the Schulenkorf et al. (2016) five-step process<sup>242</sup> (a) problem identification, (b) literature search, (c) data evaluation, (d) data analysis, and (e) presentation.

### (a) Problem identification:

The following twelve topics were identified by **sportscotland** and developed during scoping meetings as:

**1. Age and sport** – initially framed by the Equality Act 2010, informed by children and youth sport, adults and pensioner age categories in varying **sportscotland** documents and strategies, e.g. **sportscotland's** equality outcomes connected to young people.<sup>243</sup>

**2. Care experienced young people and sport** – informed by Scottish Government publications and **sportscotland** corporate parenting plan.<sup>244</sup>

**3. Deafness and sport** – informed by the Scottish Government British Sign Language (BSL): National plan 2017 to 2023.<sup>245</sup>

**6. Disability and sport** – initially framed by the Equality Act 2010, disability classifications associated with 'headline' sports and national disability sports organisations, e.g. Scottish disability sport, Paralympics, National Sports Association disability pathways and teams.

**5. Ethnicity and sport** – initially framed by the Equality Act 2010 (Race), informed by the Scottish Census (1991 to 2011) data.<sup>246</sup> Expanded to include non-Scottish, non-British lifestyle, i.e. capture transient, migrant, and asylum seekers who are living in Scotland temporary or permanently.

**6. Gender and sport** - framed by the Equality Act 2010 (sex, marriage and civil partnership, pregnancy and maternity)

**7. Gender reassignment and sport** - framed by the Equality Act 2010 and informed by Scottish Government and Scottish sports organisations, e.g. Leap Sports.

**8. Mental health and sport** – informed by the Scottish Government Mental health Strategy 2017-2021.<sup>247</sup>

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<sup>242</sup> Schulenkorf et al. (2016). *Sport for Development: An Integrated Literature Review*. Journal of Sport Management, 30, pp. 22-39. Available at:

<https://opus.lib.uts.edu.au/bitstream/10453/42185/4/JSM%20OPUS.pdf>

<sup>243</sup> **sportscotland** (2017) Equality Outcomes 2017-21. Available at:

<https://sportscotland.org.uk/media/2591/equality-outcomes-2017.pdf>

<sup>244</sup> **Sportscotland** (2016) Corporate Parenting Plan. Available at:

<https://sportscotland.org.uk/media/3452/refreshed-corporate-parenting-plan-2016-19.pdf>

<sup>245</sup> Scottish Government (2017) British Sign Language National Plan 2017-2023. Available at:

<https://www.gov.scot/publications/british-sign-language-bsl-national-plan-2017-2023/>

<sup>246</sup>

<sup>247</sup> Scottish Government (2017) Mental Health Strategy 2017 – 2027. Available at:

<https://www.gov.scot/publications/mental-health-strategy-2017-2027/>

**9. Poverty and low income and sport** – informed by the Scottish Index of Multiple Deprivation 2020<sup>248</sup> and the Elitist Britain 2019 UK Government report.<sup>249</sup>

**10. Religion/belief and sport** - initially framed by the Equality Act 2010 and informed by the Scottish Census (1991 to 2011) data.<sup>250</sup>

**11. Rural exclusion and sport** – informed by ongoing Scottish Government initiatives, e.g. Islands (Scotland) Act 2018<sup>251</sup> and Rural Scotland Key Facts.<sup>252</sup>

**12. Sexual orientation and sport** – initially framed by the Equality Act 2010 and Scottish Government analysis.<sup>253</sup>

#### **(b) Evidence and literature search**

We conducted the searches through academic search engines and databases; internet searches of UK and international evidence reviews and good practice of work around equality; and gathering information from other key organisations, such as national and local governments, sport providers and other key organisations. Based on further clarification, we prioritised "Scottish sources" and sources where it would relate and help the Scottish sports sector to understand inequalities in sport. Plus, what they need to know to deliver accessible services and help reduce inequalities. Plus, where it is possible to identify the particular experiences in Scotland/provide Scottish level data.

The main sport evidence based data sources were:

- **sportscotland's** contribution to the Active Scotland Outcomes Framework: Scotland Schools Survey and Club Members Survey;
- **sportscotland's** coaching in Scotland evaluation and research 2017 and 2018;
- Other monitoring and evaluation documents produced or commissioned by **sportscotland**, such as, Changing Lives through Sport & Physical Activity, the Equality Standard for Sport, and inclusion and equality reporting e.g. the **sportscotland** equality mainstreaming outcomes and the evaluation of **sportscotland** supported activities: clubs and communities and the women and girls fund.

The main non-sport evidence based data sources were:

- Active Scotland Outcomes Framework Indicators;
- Scottish Health Survey;

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<sup>248</sup> Scottish Government (2020) Scottish Index of Multiple Deprivation 2020. Available at: <https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>

<sup>249</sup> UK Government (2019) Elitist Britain. Available at: <https://www.gov.uk/government/publications/elitist-britain-2019>

<sup>250</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

<sup>251</sup> Scottish Government (2018) Islands (Scotland) Act. Available at: <http://www.legislation.gov.uk/asp/2018/12/enacted>

<sup>252</sup> Scottish Government (2018) Rural Scotland: key facts 2018. Available at: <https://www.gov.scot/publications/rural-scotland-key-facts-2018/>

<sup>253</sup> Scottish Government (2015) Active Scotland Outcomes: Indicator Equality Analysis. Available at: <https://www.gov.scot/publications/active-scotland-outcomes-indicator-equality-analysis/>

- Scottish Household Survey;
- Scottish Social attitudes;
- Equality Evidence Finder;
- Scottish Public Health Observatory;

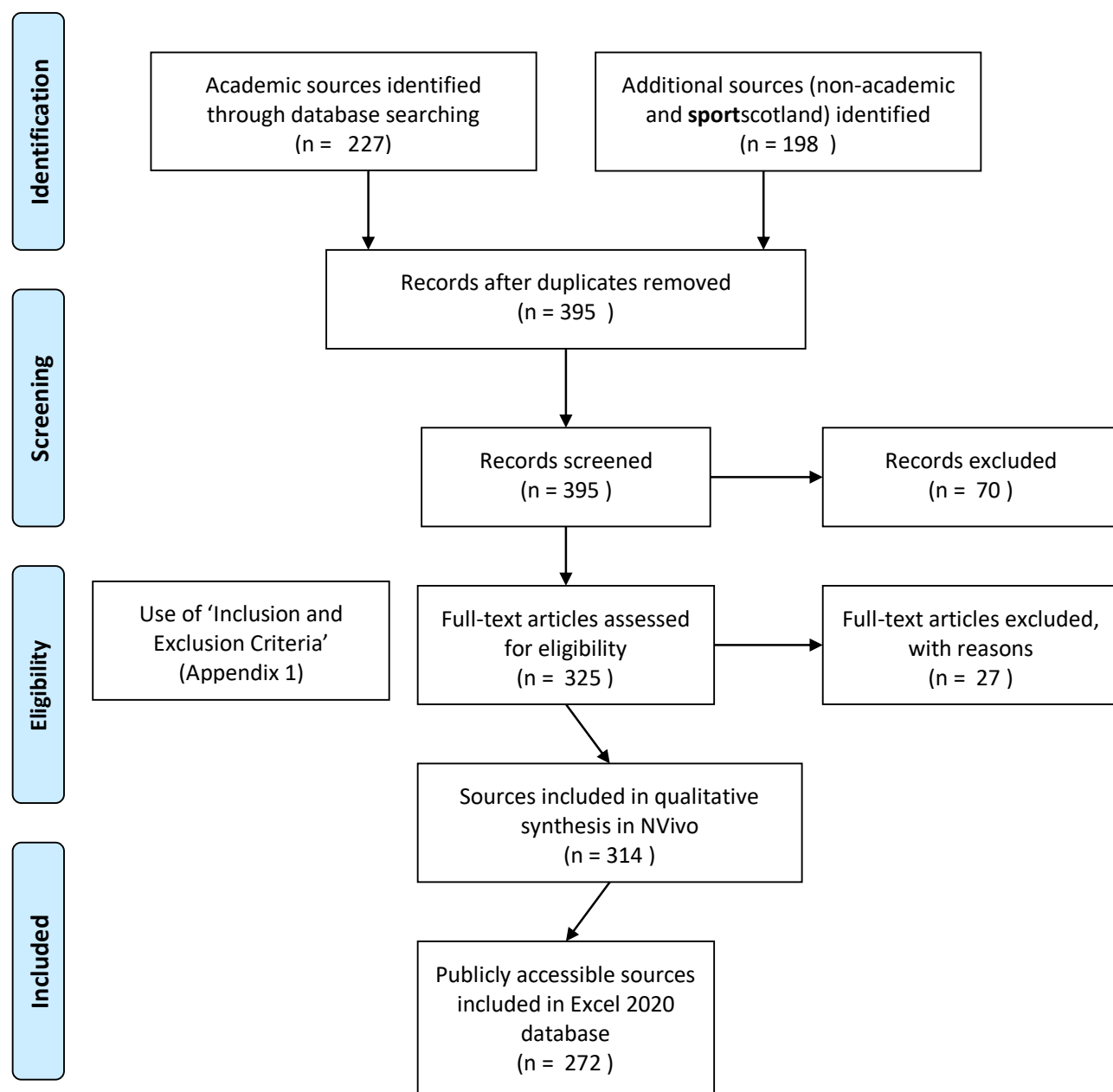
The main literature based data sources were:

- Sport organisation websites, publications and research repositories, e.g. the Observatory for Sport in Scotland publications, Glasgow 2014 Commonwealth Games evaluations;
- Non-sport organisation and topic specific website and publications, e.g. One Scotland publications;
- Academic and public library based search databases, e.g. SPORTDiscus database.

The inclusion and exclusion criteria table (below) gives an overview of the collation process as the evidence and literature were collected.

Inclusion Criteria	Exclusion Criteria
Documents were <i>included</i> if they focused primarily on any (or a combination) of the following:	Documents were <i>excluded</i> if they focused primarily on any (or a combination) of the following:
<ul style="list-style-type: none"> <li>• Scotland and public sector equality practices since 2015: activities around equality and delivery of outcomes (sport and non-sport specific);</li> <li>• Scotland, sport and physical activity since 2015: searches of all 12 agreed cases (disability, LGBT+, gender reassignment, gender, race, age groups, religion/belief, socio-economic status, care experienced young people, deafness, mental health and rural exclusion);</li> <li>• Equality and sport (since 2015, connected to Scotland);</li> <li>• Inclusion and sport (since 2015, connected to Scotland);</li> <li>• Diversity and sport (since 2015, connected to Scotland);</li> <li>• Workforce and sport (since 2015, connected to Scotland);</li> <li>• Include areas of key findings from Equality and Sport Research (2016): leadership, coaching, volunteering; media and equal pay, culture and attitudes, systems and monitoring, involvement and partnerships, pathways and club development, investment and facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Commercial and private sector: corporate social responsibility, shareholders, corporate ethics;</li> <li>• Scottish political ideologies: referendum, Scottish activism, party political positions;</li> <li>• Risk: health, insurance, assessment, illegal practices, criminal injustices;</li> <li>• Media propaganda and debate: fake news, myth-busting, social media debate;</li> <li>• Historical accounts of equality and sport issues, i.e. pre-2015 (unless mentioned or relevant to a review finding, used for further depth/context);</li> <li>• Sport tourism and/or specific sport mega-events (if no links made to equality and sport);</li> <li>• Preventing dropout or influences on participation in sport, physical activity or recreation (if no links made to equality and sport)</li> <li>• International or UK wide studies/ evidence about equality and sport (unless directly relevant to the context of Scotland and <b>sportscotland</b>).</li> </ul>

As noted in the Prisma diagram (below) we have collected 314 sources for analysis and 272 that are publicly accessible.



### (c) Data evaluation

We inputted the evidence and literature into the '2020\_Equality and Sport Research Database' Excel file and used the same structure as the 2016 database. The files are evaluated and stored per the number, the article title, the author(s), the data (by year), a summary, the corresponding equality case, the sporting context, the activity type and the file link. Additionally, there is a tab on the Excel sheet with the 2016 database and the 2020 excluded links.

**The Excel database is available via sportscotland.**

#### **(d) Data analysis**

A review of the literature gathered and analysed using NVivo<sup>254</sup> as it allows us to process the data (academic sources, Scottish organisations sources, **sportscotland** shared sources and the UK and international sources). Once classified and coded, the programme is able to produce both quantitative (e.g. word frequency distributions and phrase variability) and qualitative analysis (e.g. popular narratives, language patterns).

The evidence and literature have been further analysed to inform the learning note content using an ecological model<sup>255</sup> framework, in summary considers the following influences on an individual and their practice:

- The individual or intrapersonal level includes personal, biological and psychological factors such as cognition, emotions, beliefs, values, expertise and personality of the individual
- The Interpersonal level is comprised of social-relational influences such as colleagues, a significant other, friends or parents
- The Organisational or structural level is defined by organisational policies, job descriptions, professional practices, use of space, opportunities (or lack thereof)
- Socio-cultural context this level/context encompasses norms and cultural systems that indirectly affect the workforce in the sports sector, e.g. stereotypes

#### **(e) Presentation**

We reviewed the data gathered and analyse it using NVivo as this will allow us to produce both quantitative and qualitative points and diagrams to include in the research outputs, e.g. learning note content. The outputs were reviewed and tested throughout the project lifecourse (March to November 2020).

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<sup>254</sup> NVivo software: <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home>

<sup>255</sup> Developed from: Nicole M. LaVoi & Julia K. Dutove (2012) Barriers and supports for female coaches: an ecological model, *Sports Coaching Review*, 1:1, 17-37, DOI: 10.1080/21640629.2012.695891

## Appendix Two: Methodology in detail – Survey

### Survey preamble:

sportscotland have commissioned Counsel Ltd to conduct research on equality and sport. The purpose of the research is to support the sector to eliminate discrimination, advance equality and foster good relations between different groups of people across sport in Scotland.

### About this survey

This survey will gather views and experiences from the perspective of all parts of the Scottish sport workforce.

This survey:

- includes 19 questions
- should take 20 to 25 minutes to complete
- is open until Wednesday 07 October 2020

The survey is designed to gather a wide range of views and experiences. Please be as open and honest as you can.

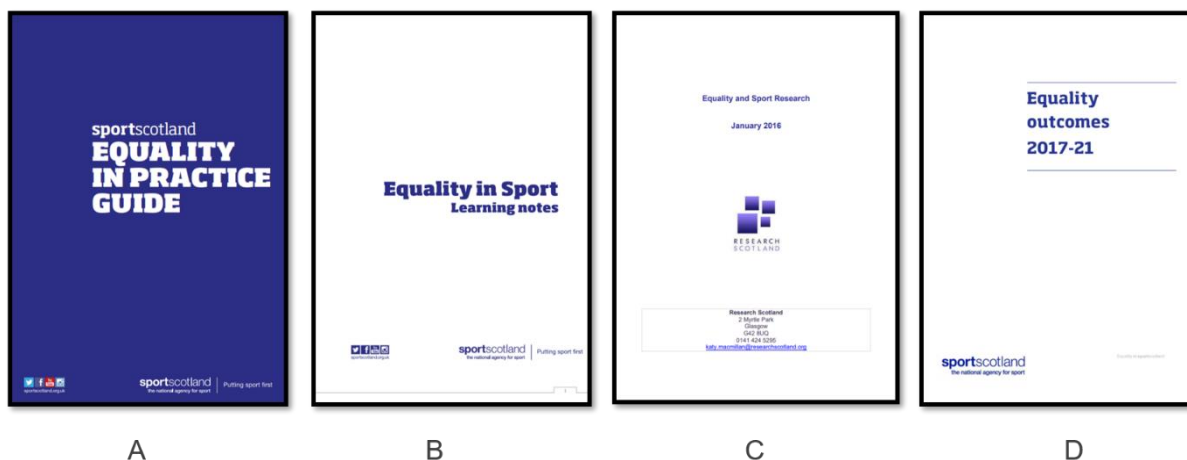
The survey is anonymous, and you do not complete any information in a way to be identified. All data will be processed and stored in accordance with the General Data Protection Regulation (GDPR) and Counsel Ltd's Data Protection Policy.

If you have any questions about the survey or would like to access the survey in a different format (such as text-to-speech), please contact Verity Postlethwaite at Counsel Ltd [via email](#).

### Survey questions:

1. By selecting yes and continuing with the survey, you are consenting to your data being used for this research project and associated outputs.

2. What is your main source of knowledge and evidence for equality and sport?



3.1.a. A - Equality in Practice Guide - Based on the four document covers here (A to D), have you accessed any of these resources in your role?



3.2.a. B - Equality in Sport Learning Notes - Based on the four document covers here (A to D), have you accessed any of these resources in your role?

3.3.a. C - Equality and Sport Research Report - Based on the four document covers here (A to D), have you accessed any of these resources in your role?

3.4.a. D - Equality Outcomes 2017-21 - Based on the four document covers here (A to D), have you accessed any of these resources in your role?

3.a. Please expand on how you have used any/all of the documents in your role:

4. Let us know if Sport for Life has influenced your work around inclusion. Please give examples where possible.

5. Please select your main organisation or network you work in:

5.a. If you selected Other, please specify:

6. What is your type of role in that organisation/network:

6.a. If you selected Other, please specify:

7. Does your current job role include the term 'equality' in its title or description?

8. From the statements below, please select tasks or activities you perform in your job role:

8.a. If you selected Other, please specify:

9. Does your current job role include any activities to support people who share any of these characteristics?

9.a. If you selected Other, please specify:

10. Overall, what priority do you feel equality has within sport in Scotland?

10.a. Please expand on the answer you selected:

11. Overall, how do you feel environments within the sporting system take account of equality?

11.1. Clubs and communities 11.2. Schools and education 11.3. Performance sport

11.a. Please expand on the answer(s) you selected:

12. How would you describe the work that is being done across the sector to reduce inequalities in sport? Please give examples where possible.

13. Overall, how supported do you feel in your immediate working environment?

13.1. To promote equality 13.2. To embed equalities and inclusion into your work 13.3. To understand equality issues

13.a. Please expand on the answer(s) you selected:

14. How would you describe the work that you do to reduce inequalities in sport? Please give examples where possible.

15. Overall, rate your understanding in relation to each of the following characteristics: 15.1. Age groups (e.g. early years, elderly) 15.2. Care experienced young people 15.3. Deafness 15.4. Disability 15.5. Gender 15.6. Gender reassignment 15.7. LGBT+ 15.8. Mental health

15.9. Poverty and low income 15.10. Race 15.11. Religion + belief 15.12. Rural exclusion

16. What support, training or guidance on equality and sport would you like to receive in the future?  
I would like help to understand... 16.1. Age groups (e.g. early years, elderly) 16.2. Care experienced young people 16.3. Deafness 16.4. Disability 16.5. Gender 16.6. Gender reassignment 16.7. LGBT+ 16.8. Mental health 16.9. Poverty and low income 16.10. Race 16.11. Religion + belief 16.12. Rural exclusion

16.a. Any other support, training or guidance requests or thoughts:

17. How would you most like to receive support around equality and sport? Please tick all that apply.

17.a. If you selected Other, please specify:

18. From the statements below, please select the most applicable support for your job role:

18.a. If you selected Other, please specify:

19. Please use this space for any additional comments you would like to share about this area of work:

## Appendix Three: Methodology in detail – Interviews

Interview Section	Question Number	Question	Further Prompt	Time
About you  10 mins	1.	Opening information for interviewee about the project and what will be done with their data/responses	Gain consent	2mins
	2.	What is the composition of the organisation you work for and what is your role?	Ask about collaborations or partner organisations	2mins
	3.	How long you have been working in or with the sports sector?	Ask about route into the sports sector	2mins
	4.	Does your current job role include the term 'equality' in its title or remit?	Ask about knowledge of documents, laws, duties	2mins
	5.	What is your biggest source of knowledge and evidence for equality and sport?	Ask specifically if access <b>sportscotland</b> documents related to equality	2mins
Your attitudes, experiences and opinions on equality and sport  35mins	6.	From your experience, do you think enough practical action is taken to promote equality in sport in Scotland?	<ul style="list-style-type: none"> <li>- Clubs and communities</li> <li>- Schools and education</li> <li>- Performance sport</li> </ul> <p>Ask about successful and unsuccessful examples of practical action</p>	5mins
	7.	How do you feel about your own (or your wider team's) ability to think about equality, in terms of:	<ul style="list-style-type: none"> <li>- Planning or delivery?</li> </ul>	

		<ul style="list-style-type: none"> <li>• Understanding the profile of people who may experience inequality?</li> <li>• Understanding the types of inequality people might experience?</li> <li>• Knowing how to take action to involve people or tackle inequality?</li> </ul>	<ul style="list-style-type: none"> <li>- How do you measure this impact?</li> <li>- What are the opportunities or challenges?</li> </ul>	
	8.	<p>How supported do you feel in your immediate working environment to:</p> <ul style="list-style-type: none"> <li>- Embed equalities and inclusion into your work?</li> <li>- To understand equality issues?</li> <li>- To promote equality?</li> </ul>	<p>Do you access further support from your:</p> <p>your employer?</p> <p>Your sport?</p> <p>an external source?</p>	5mins
	9.	<p>What support, training or guidance on equality and sport have you accessed in the past 12 months?</p> <p>Written, audio, online, F2F, networking, self-learning, media, formal qualification, other?</p>	<p>General or a specific characteristic?</p> <p>What format?</p> <p>Was it useful?</p>	5mins
<p>Learning note test</p> <p>10/15mins</p>	10.	<p>LEARNING NOTES – share screen with interviewee</p> <p>What would help you and others in your team in thinking about equality?</p> <ul style="list-style-type: none"> <li>• What support/ guidance/ training would be useful?</li> <li>• What else would help?</li> </ul>	<p>Slides 2 to 4</p> <p>Ask about good or bad examples of notes/briefings/training</p>	5 mins

		<ul style="list-style-type: none"> <li>• How do you and others in your team like to learn?</li> <li>• What style of written guidance should we be aiming for?</li> <li>• What do you like and use?</li> </ul>		10 mins
	<ul style="list-style-type: none"> <li>- Thoughts on universal design;</li> <li>- Thoughts on the layout of the learning note;</li> <li>- Thoughts on the content and purpose;</li> <li>- Thoughts on the language, detail and styles of referencing?</li> <li>- Thoughts on the level of detail/text appropriate - how interested are people in embedded links to more info - e.g. on different models or theories?</li> </ul>	<p>Slide 5 – ask about interaction with these points</p> <p>Slides 6 to 8</p> <p>Slides 9 to 15</p>		
End – thank you and wrap up of interview				

## Appendix Four: Methodology in detail – Learning note development

### Embedded into the survey:

2. What is your main source of knowledge and evidence for equality and sport?

3.1.a. A - Equality in Practice Guide - Based on the four document covers here (A to D), have you accessed any of these resources in your role?

3.2.a. B - Equality in Sport Learning Notes - Based on the four document covers here (A to D), have you accessed any of these resources in your role?

3.3.a. C - Equality and Sport Research Report - Based on the four document covers here (A to D), have you accessed any of these resources in your role?

3.4.a. D - Equality Outcomes 2017-21 - Based on the four document covers here (A to D), have you accessed any of these resources in your role?

3.a. Please expand on how you have used any/all of the documents in your role:

16. What support, training or guidance on equality and sport would you like to receive in the future? I would like help to understand...

16.a. Any other support, training or guidance requests or thoughts:

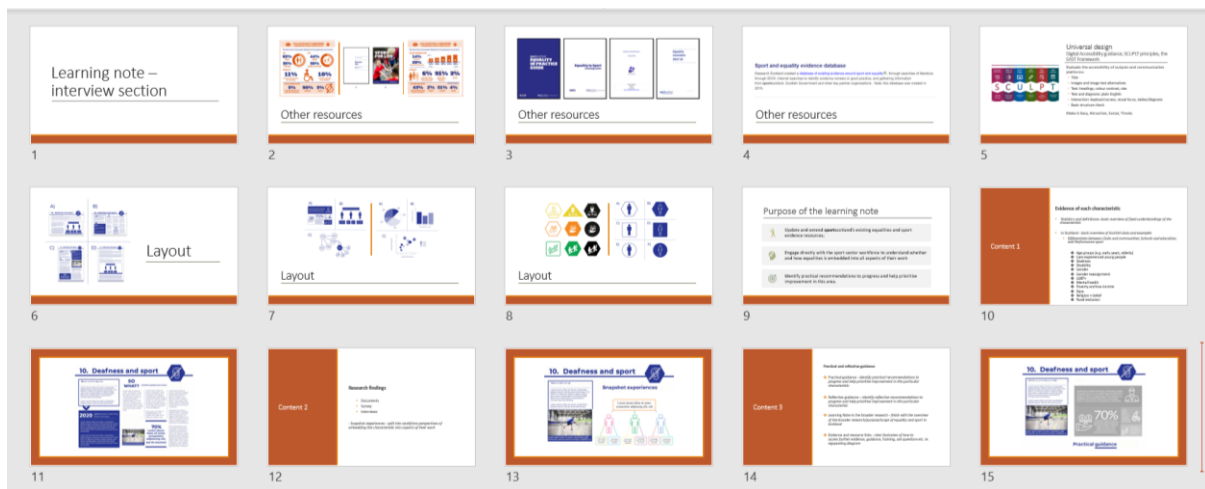
17. How would you most like to receive support around equality and sport? Please tick all that apply.

### Embedded into the interviews:

Learning note test  10/15mins	10.	LEARNING NOTES – share screen with interviewee  What would help you and others in your team in thinking about equality?  <ul style="list-style-type: none"> <li>What support/ guidance/ training would be useful?</li> <li>What else would help?</li> <li>How do you and others in your team like to learn?</li> <li>What style of written guidance should we be aiming for?</li> <li>What do you like and use?</li> </ul>	Slides 2 to 4  Ask about good or bad examples of notes/briefings/training	5 mins
	-	Thoughts on universal design;	Slide 5 – ask about interaction with these points	10 mins

	<ul style="list-style-type: none"> <li>- Thoughts on the layout of the learning note;</li> <li>- Thoughts on the content and purpose;</li> <li>- Thoughts on the language, detail and styles of referencing?</li> <li>- Thoughts on the level of detail/text appropriate - how interested are people in embedded links to more info - e.g. on different models or theories?</li> </ul>	<p>Slides 6 to 8</p> <p>Slides 9 to 15</p>	
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Screengrab of the slides shared with interviewee participants:



**Embedded into follow-up consultation with survey and interview participants via steering groups and online survey:**

Questions asked and discussions included:

- Universal design principles
- Layout
- Previous learning note and document structures or templates
- Language, detail and styles of referencing

- Tone

Screengrab of one set of slides shared with steering group and interviewee participants:

